

CHARACTERISTICS OF ELEMENTARY
REPORT CARDS


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CHARACTERISTICS OF ELEMENTARY
REPORT CARDS

A Dissertation
Presented to
the Faculty of Graduate Studies

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

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Education

by
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CHARACTERISTICS OF ELEMENTARY REPORT CARDS

"An Abstract of a Thesis"

It was the purpose of this study (1) to determine what policies are currently employed by the Departments of Education in Canada with respect to reporting pupil progress to parents; (2) to obtain sample report cards from all major school systems in Alberta; (3) to obtain sample report cards from representative school systems in the United States of America; and (4) to analyze the characteristics of the sample report cards received.

All provincial Departments of Education in Canada were contacted by letter to determine what provincial practices were in regard to reporting pupil progress to parents. Similarly, requests for sample report cards were sent to secretary treasurers of all county, division, city, town, and rural school systems in Alberta. A representative sampling of report cards used in the United States was obtained from the National Education Research Division in Washington, D. C.

In general, reporting procedures continue to be a good deal more conservative and traditional than

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CHAPTER I

INTRODUCTION

Significance of the study. Traditionally, schools have used written reports to keep parents informed about the progress of their children. For many years educators and parents have been dissatisfied with the conventional and familiar type of report card. They believe that as educational philosophy and educational practices change, so must the system of reporting to parents follow a similar pattern. This dissatisfaction with traditional methods of reporting has therefore led many school systems, during the past twenty-five years, to experiment with many types of reporting practices. These newer practices are designed to embody a more comprehensive view of the broad educational efforts of the school and thus provide a better means of communication between school and home. However, many of the changes in the traditional practices are not above criticism either. Unfortunately, these changes often tend to be superficial; the form of the report is changed, but its purpose and philosophy remain much the same. The problem of what to tell parents about their children, how often to report their progress, and what media to use in reporting is still a very vital issue.

The necessity for additional research in reporting pupil progress is well summarized by Rothney in his following statements:

The processes of reporting pupil progress are in a state of flux. There is a demand for information that will tell parents and others with definiteness where their children are showing strengths or weaknesses as judged by normal expectations of children of their ages and opportunities. There is also a demand for information that describes a pupil's progress in a way analytical enough to give helpful guidance and to indicate the pupil's likelihood of success in continuing to work in certain fields, both in later years in school and in advanced institutions. There is still need for the invention of a way to direct the minds of pupils, parents, and classroom teachers away from marks toward the fundamental objectives of education. Such reports need to show appreciation for the poorest pupils' good qualities while the best pupils' weaknesses are pointed out. When reports can do these things and also add recommendations of ways in which pupils can be helped to overcome weaknesses and use strengths more effectively, they can become potent tools in the improvement of schools. ¹

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine what policies are currently employed by the Departments of Education in Canada with respect to reporting pupil progress to parents; (2) to obtain sample report cards from all major school systems in Alberta; (3) to obtain sample report cards from representative school systems in the United States of America; and (4) to analyze the characteristics of the sample report cards received.

It is not the purpose of this study to find the perfect report form. It is very unlikely that such a form exists today or ever will, for what may be good in one school may not be good in another. Each school or school system has to work out its own forms and practices on the basis of its own objectives and its own educational philosophy. The purpose of this study is to help others work out their own answers, develop their own forms and practices, and at the same time avoid some of the mistakes made by others whose research has already done much to improve reporting practices. It is also the purpose of this study to consolidate some of the valuable research produced and to provide samples of report forms now in use.

II. DEFINITIONS OF TERMS USED

Elementary. The term "elementary" is interpreted as referring to grades one to nine inclusive and thus is distinguished from secondary or high school classification.

Primary grades. Throughout this report, primary grades will refer to grades one to three inclusive.

Intermediate grades. Reference to the intermediate grades is taken to mean grades four to six

inclusive.

Junior high school. The junior high school is interpreted as referring to grades seven to nine inclusive.

Report cards. This is interpreted "as a meaningful accounting of school or pupil progress to those entitled to a knowledge of it, upon the basis of which a better understanding of the educational work of the school and the progress of the child may result."²

III. PROCEDURE AND SOURCES OF DATA

Letters were sent to secretary treasurers of all county, division, city, town, and rural school systems in Alberta. Copies of the report forms and any further information regarding any special features of the reporting system were requested.

All provincial Departments of Education in Canada were contacted by letter to determine what provincial practices were in regard to reporting pupil progress to parents.

A cross-section sampling of report cards used in the United States was obtained from the National Education Research Division. Other report forms, articles, bulletins, theses, and reference books were obtained by writing to various Teacher Colleges in the United States of America.

IV. LIMITATIONS OF THE STUDY

This study is limited to reporting practices used in grades one to nine inclusive. Although such a grade selection provides a good breaking point for Alberta schools, it is not always as convenient when applied to other provinces or the United States of America.

In most cases there was no personal contact with administrative officials and very often report cards were received without explanation.

The greatest limitation of such a study comes from the fact that it does not entail a study of closely related factors. Such features as testing, marking, along with aims and objectives of education, are difficult to separate from the reporting practices.

FOOTNOTES--CHAPTER I

¹John W. M. Rothney, Evaluating and Reporting Pupil Progress (What Research Says to the Teacher Series, Department of Classroom Teachers, American Educational Research Association of the National Education Association, No. 7. Washington 6, D.C., 1955), pp. 30-31.

²William A. Yeager, Administration and the Pupil (New York: Harper and Brothers, 1949), p. 343.

CHAPTER II

REVIEW OF THE LITERATURE

Although there is much literature available concerning reporting procedures there seem to be very few established authorities on this topic. By far the greatest amount of literature in this field is to be found in various periodical articles. In addition, there are a number of bulletins dealing specifically with the problem of reporting pupil progress to parents. Finally, there are very few reference texts which deal exclusively with this problem. Other reference books dealing primarily with guidance, administration, and pupil accounting, may contain short sections dealing with reports. Wrinkle¹ gives an exhaustive bibliography of readings with regard to marking and reporting practices. In his list of 118 titles, only six are reference texts. Of these six reference texts, three are listed as guidance, one as administration, and the other two are Wrinkle's own books dealing with marking and reporting. The other 112 titles are short articles appearing in various periodicals or in bulletin form.

The next most exhaustive bibliography dealing specifically with pupil report card references is that

issued by the National Education Association Research Division, October, 1957. This list contains ninety-one titles, of which twenty-eight are textbook references. Only four of these twenty-eight references devote as much as one whole chapter each to reporting, while the other twenty-four range from two pages to twenty-two pages of reference, or an average of six pages per reference. In addition to the twenty-eight textbook references, this list contains the titles of five bulletins ranging from forty-eight pages to one hundred and twenty pages. Two of these bulletins are by Ruth Strang. Finally, this leaves fifty-eight references which are short articles appearing in various educational periodicals. At the end of his chapter on "Reports to the Homes,"² Traxler lists sixty references dealing totally or in part with this topic. Only six of these references are texts, two of which are written by Wrinkle. The other reference texts devote not more than one chapter to the subject of reporting pupil progress to parents. Ten bulletins are listed and the remainder of this reference list is made up of forty-four articles which were written for periodicals. Rothney³ lists sixteen selected research references, only one of which is not a periodical or a bulletin.

Ruth Strang⁴ suggests thirteen references, only

four of which are actually reference texts, and one of these four is Wrinkle's book on marking and reporting. All other references are articles appearing in periodicals dating from 1947 - 1953.

The references most often recommended by these bibliographies indicate Wrinkle, Traxler, and Strang as the most prominent authorities on reporting procedures, who do something more than write periodical articles on the subject. There is no similarity in the lists of periodical authors which may indicate that the report card problem is of concern to a great many individuals, each within his own peculiar geographic and educational setting. This may also indicate that the matter of reporting practices is an almost individual and unique situation which can not be solved universally or even nation wide by any one authority. The problem is being treated in various ways by numerous people and their ideas are being shared through educational periodicals and bulletins.

I. WRINKLE

"Wrinkle's book provides what is without doubt the most authoritative and challenging discussion of marking and reporting procedures thus far made available." ⁵ Traxler bases this statement upon the fact

that Wrinkle's book is the outcome of ten years of wide study and research in the improvement of reporting practices. During this extensive experiment, Wrinkle used almost every type of report form and method which was being used or even suggested. What did Wrinkle learn from his ten years of research? Under the heading of "Some Things We Learned" he lists the following:

1. The statement of any outcome or objective to be evaluated should be analyzed into its specific meanings so that its meaning is clearly stated.

2. The number of different forms should be kept at a minimum. If two or more short forms are to be used at the same time, they should be incorporated into a single form.

3. During a period of experimentation, unless there is plenty of money to spend on printing, forms should be produced by some inexpensive process such as mimeographing.

4. The basis for an evaluation of the student's achievement should be decided upon. Should the evaluation be in terms of established norms, the class average, or the ability of the student?

5. In the interpretation of a report the likelihood of misunderstanding by parents tends to increase in proportion to the number of details included in the report.

6. Students should have a real part in the development of new forms and practices.

7. The development of an understanding of and a favorable attitude toward new practices is a most effective approach to parent education.

8. The summarization of reports on a student in a departmentalized program by a guidance counselor, a home-room teacher, a core teacher, or the principal involves too big a task and is not a workable plan.

9. The scale type evaluation form is unsatisfactory unless each scale item involves only a single outcome, the achievement of which can be expressed in degrees by clearly distinguishable descriptions.

10. The check form is simpler than the scale for use in reporting evaluations and is more economical of space on a printed form.

11. The development of highly detailed, elaborate cumulative record forms is uneconomical; if too detailed and lengthy, they will not be used by most teachers.

12. Although it has many real advantages, the conference plan is not a practical solution to the reporting problem, especially at the secondary level.

13. Whatever forms for use in reporting are developed, a separate report involving the use of a five-point scale should be maintained for administrative record purposes.

14. Check forms, unless they are carefully controlled, tend to become increasingly detailed and, therefore, increasingly impractical.

15. The best way to state objectives is in terms of desired behavior outcomes--what the learner should do.

16. Many teachers have difficulty in writing effective comments. A deliberate program for the improvement of the writing of informal comments is essential.

17. The most intelligible way to write supplementary comments in explaining evaluations is to tell what the student did.⁶

Although most of the preceding statements require little explanation, number fifteen is considered by Wrinkle to be the most significant single factor which he learned as a result of all his experiments.⁷ Therefore, it may be well to look more closely at this

statement in an effort to get a better understanding of what the author meant. First, it is significant to note that Wrinkle favors report evaluations using five letters competitively based on a comparison of a student's performance with what should be regarded as desirable performance on the part of the typical student of similar age and grade level. The five letters which are listed below are those recommended by Wrinkle. Each letter is followed by a brief statement indicating its specific meaning.

H. Honors: Distinctly superior. The student would be noticeably outstanding in a large group of students of similar age and school level.

S. Satisfactory: The ability demonstrated is what should be expected of a student of similar age and school level.

N. Needs to make improvement: The student has not demonstrated the ability which should be expected of a student of his age and school level. He should deliberately plan to make improvement.

U. Unsatisfactory: The student is very noticeably weak in the demonstration of the ability being evaluated.

O. No evaluation: An evaluation cannot be made at this time because (a) the teacher is not sufficiently acquainted with the activities of the student to permit an evaluation, (b) the activity does not permit a demonstration of the ability, or (c) the student has not shown any observed evidence of the ability. 8

In similar fashion, Wrinkle suggests that teachers should get together and draw up lists of specific objectives in

each subject area and each grade level. Once these objectives have been agreed upon they can be evaluated more easily and more objectively.⁹

II. TRAXLER

Traxler can be considered as an authority on reporting pupil progress largely because his writings are based upon the findings of many who have done research in this field. On the basis of studies which have been made during the past twenty-five years, Traxler summarizes the general trends in forms for reports to parents in the following statements:

1. There is considerable dissatisfaction with systems of marking that encourage comparison of pupils with one another.

2. For years, there has been a trend in report cards away from percentage marking toward a scale with fewer points.

3. There is at least a slight trend toward the reporting of pupil progress in relation to ability.

4. There is a widespread tendency for report cards to include an evaluation of traits other than subject matter achievement alone.

5. . . . there is a clear tendency to use descriptive rather than quantitative reports.

6. . . . in some secondary schools and many elementary schools, formal reports are being replaced by notes or letters to parents.

7. Noteworthy attempts are made in some of the more recent report cards to analyze and diagnose a

pupil's achievement in terms of the objectives of the school.

8. Reports are being sent at less frequent intervals, and in some schools only when there is specific occasion for communication with the home.

9. . . . there is also a trend toward shorter report forms.

10. Parents are being asked to cooperate in building report cards and also to take part in plans of reciprocal reporting and in parent-teacher conferences.

11. In some schools, pupils cooperate in devising report cards and in evaluating their own achievement.

12. Finally, there is a recognizable trend toward better administration of procedures of reporting to parents.¹⁰

These trends give a fairly good picture of the general situation in the United States up to the present time. Traxler does point out that elementary schools have been more free to experiment with newer reporting procedures than have the secondary schools which have been much slower to depart from traditional kinds of reports.¹¹ Finally, of interest to this study, Traxler quotes a summary of thirteen criteria for report cards. The criteria are as follows:

1. A report which requires a minimum amount of clerical work.

2. A report to which the community is educated.

3. A report which promotes understanding both within the home and the school.

4. A report which will inform parents of progress in all phases, physical and social as well as mental.

5. A report which states in simple terms the philosophy of the school; in other words, the ultimate goals of education.

6. A report which includes adjustment to life as well as to school subjects.

7. A report which sets up a standard of value of work for its own sake rather than for marks or other emoluments.

8. A report which is suitable to the age level for which it is made.

9. A report which is understandable to the child himself.

10. A school record which includes both objective and subjective material.

11. A type of record which, in case of transfer, facilitates early and proper adjustment of the child in his new situation.

12. A record and report which will take into consideration the child as an individual as well as the child as a member of a social group.

13. A type of record and report which will indicate scholastic achievement, individual adjustment, and social growth.¹²

Although the above criteria are quoted from a 1957 edition and sound very modern, they are in fact a quotation from an original study by Tibbets¹³ in 1936. This may well indicate that theoretical criteria in themselves are not sufficient to bring about newer and better reporting systems although they can be of considerable use in evaluating the program which is being used.

III. STRANG

Strang, another well known authority in the literature on reporting pupil progress to parents, suggests a procedure for developing a reporting system which should be of value to all who are contemplating changes in their particular systems but are not too sure how and where to begin. Step number one, according to Strang, is to form a group of teachers, parents, and pupils to study the problem cooperatively. Every effort should be made to organize a group which is representative of all who are concerned with the problem of reporting.¹⁴ It should also be pointed out that little or no purpose could be served by including pupils below the Junior High School level in such a cooperative group study. Step number two involves studying the present reporting system to see how well it meets the purposes for which it is designed. How well does the present system stand up under such authoritative criteria as quoted by Traxler? What is public opinion regarding the present reporting system? Once these questions have been answered, try to find out what other schools have done. Then let the group determine what it wants the reports to accomplish.

Finally, prepare a tentative form and try it out, make changes if necessary, before making it final. A year or two may be necessary to carry out this procedure properly.¹⁵

Along with these general suggestions by Strang, are several more specific suggestions quoted by Reavis which seem both practical and valuable:

1. Provide space on the report card for both teacher and parent comments.

2. Don't confine reports to report cards. Send informal letters to parents between report cards and also use personal conferences to supplement cards.

3. See that report cards, as well as supplementary reports, "accentuate the positive." Include positive suggestions that parents can follow to help their child and also tell them what the school plans to do.¹⁶

IV. GENERAL REFERENCES

Although there are many other authors who write on the topic of reporting pupil progress to parents it would be impossible to discuss each one separately. The literature which has been selected and discussed in this chapter was chosen because it best represents what is being written in this field. This literature was also chosen because its general and practical nature makes it valuable and acceptable as a workable basis for those

who are truly interested in improving their reporting systems. The bibliography at the end of this chapter provides additional sources of information regarding pupil report cards.

It is quite obvious from the various bibliographies which are quoted in this study, that there is a lack of Canadian literature in this field. Therefore, any information gained in regard to the procedures of reporting to parents in Canada must be based on direct contact with the various areas concerned.

FOOTNOTES--CHAPTER II

¹W. L. Wrinkle, Improving Marking and Reporting Practices in Elementary and Secondary Schools (New York: Rinehart and Company, 1947).

²A. E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1957), pp. 262-65.

³John W. M. Rothney, op. cit., p. 32.

⁴Ruth Strang, How to Report Pupil Progress (Chicago: Science Research Associates, Inc., 1955)

⁵Traxler, op. cit., p. 261.

⁶Wrinkle, op. cit., pp. 66-91.

⁷Ibid., p. 88

⁸Ibid., p. 89.

⁹Ibid., pp. 97-98.

¹⁰Traxler, op. cit., pp. 236-39.

¹¹Ibid., p. 235.

¹²Ibid., p. 239.

¹³V. H. Tibbets, Determining the Character of a Record System (Progressive Education, Ch. XIII, May, 1936), p. 355.

¹⁴Strang, op. cit., p. 15.

¹⁵Ibid., pp. 15-17.

¹⁶W. C. Reavis, Reports Cards (School Review, April, 1952), pp. 199-200.

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1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is essential for the proper management of the company's finances and for ensuring that all stakeholders are kept informed of the company's financial health.

2. The second part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is essential for the proper management of the company's finances and for ensuring that all stakeholders are kept informed of the company's financial health.

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CHAPTER III

TYPES OF REPORT FORMS

Although report forms are seldom exactly the same in structure and content, they can usually be classified into certain basic types. It is the purpose of this chapter to discuss these basic types of report forms with regard to their content as well as their advantages and disadvantages. Wherever possible, illustrations will be used from the collection of American and Canadian report cards obtained for this study.

I. THE TRADITIONAL REPORT CARD

This type of card lists the academic subjects taken by a student and then provides space for a grading in each. Figure 1 illustrates this old traditional type of card which is still in use today.

Advantages and disadvantages. There are several advantages to the traditional report card. This type of card is still desired by many parents because it resembles the card which they got when they went to school. Furthermore, it is the type of card which many parents find easy to understand. Many teachers like the traditional card because it can be filled in with comparatively

little effort. Students find that these reports are accepted and recognized by high schools and colleges.

One of the main disadvantages of the traditional form is the fact that the report is not sufficiently comprehensive. Information is confined largely to the achievement of pupils in the academic subjects.¹ There is usually little or no attempt to analyze academic objectives into their essential elements in order that the parents may have a more adequate picture of the child's achievements. A further disadvantage comes from the fact that traditional cards provide only a one-way means of communication from the teacher to the parent. Finally, these cards are often negative in their approach since they are commonly used as a method of discipline.

Personality reports added. In order to overcome some of their shortcomings, the formal report cards are often supplemented by personality reports. The card shown in Figure 2 has incorporated citizenship evaluation as a part of the more traditional form. This is a direct attempt to furnish worthwhile information and at the same time helps to keep the attention of the pupils, parents, and teachers from being focused exclusively upon subjects, marks, and credits.²

Name	Period					
	1		2		3	
	S	C	S	C	S	C
School Activities						
Home Room:						
Reading - Social Studies						
Writing						
Arithmetic						
Spelling						
English						
Geography - Science						
Library - Literature						
Auditorium						
Art - Drawing						
Music						
Health (Gym)						
(Hygiene)						
Instrumental Music						
Half Days Absent						
Times Tardy						

Key to Scholarship Marks (S)

- A—Excellent Progress
- B—Good Progress
- C—Fair Progress
- D—Unsatisfactory
- E—Failing

Key to Citizenship (C)

- O—Outstanding
- S—Satisfactory
- U—Unsatisfactory

QUALITIES OF CITIZENSHIP

	Period		
	1	2	3
1 WORK HABITS			
a. Has materials ready for work.			
b. Follows direction.			
c. Works to the best of his ability			
2 PERSONAL TRAITS			
a. Respects opinions of others.			
b. Accepts suggestions graciously.			
c. Practices fair play.			
d. Respects public property.			
e. Obeys safety rules.			
f. Keeps self reasonably clean.			
g. Is dependable.			

Citizenship is one of the most important goals of the school. Home and school cooperation is needed in its development. The numbers below indicate which teacher marked the above citizenship qualities. These qualities determined the citizenship rating given on the left side of the card.

1. Home Room
2. Science - Geography
3. Library
4. Auditorium
5. Drawing
6. Music
7. Gym

FIGURE 2

THE FORMAL REPORT SUPPLEMENTED
BY PERSONALITY RATINGS

II. SUBJECT MARKS SUPPORTED BY COMMENT

Traxler lists "marks in each subject supported by comment"³ as a separate type of report card. Figure 3 is an illustration of this type of report card which is being used in some Alberta schools today. This type of report form is designed to furnish that information which a grading alone cannot possibly tell. There is little doubt that these supplementary remarks can be quite informative and helpful if they are handled skillfully by teachers. Such remarks give the teachers a chance to explain their symbol gradings. However, remarks written by unskilled teachers can be quite meaningless or even misleading.

Advantages and disadvantages. In other similar type report cards, space is left for parent and teacher comments on a general basis rather than a per subject basis. With each issue of the report card, some space is left for comments by the teacher or the parent. However, the space for such comments varies considerably from one report to the next. Figure 4 indicates the provisions which one American report card makes for comments. As indicated in the illustration, space for comments is generally far too limited although some report forms provide as much as four times the space

RED DEER ELEMENTARY SCHOOLS

PUPIL Grade

Progress report for the month of

GRADINGS		Possible Attendance (days).....
H-Honors	C-Weak	Pupil's Attendance (days).....
A-Very Good	D-Below	Times Late
B-Average	Standard	Number of pupils in class

<u>GRADINGS</u>	<u>SUBJECTS</u>	<u>SUPPLEMENTARY REMARKS (if necessary)</u>
-----------------	-----------------	---

READING

☐

LANGUAGE

☐

ARITHMETIC

☐

HANDWRITING

☐

ENTERPRISE

☐

MUSIC

☐

ART

☐

AVERAGE GRADING

☐

SOCIAL DEVELOPMENT

GENERAL REMARKS

Please return this sheet with
your signature to the teacher.
At the end of the year all
reports will be sent home.

(Signature of Teacher)_____
(Signature of Parent
or of Guardian)

(Parent's remarks may be written
on the reverse side of this sheet)

FIGURE 3

MARKS IN EACH SUBJECT SUPPORTED
BY COMMENT

TEACHER'S COMMENTS	
1st Quarter—	
2nd Quarter—	
3rd Quarter—	
4th Quarter—	

PARENT'S COMMENT	
1st Quarter—	
2nd Quarter—	
3rd Quarter—	
4th Quarter—	

FIGURE 4
ILLUSTRATION OF THE AVERAGE SPACE
ALLOTTED FOR TEACHER AND
PARENT COMMENTS

provided on this particular sample. The main advantage of such a system over the ones previously mentioned is that it provides for a two-way communication between the school and the home. However, parent comments in particular, would be limited by the ability of the person to express himself adequately in the space provided.

III. THE INFORMAL LETTER

A more recent development in report forms is to omit all subject gradings and replace these with a written evaluation by the teacher. This can be done by the use of a specific form or left as an informal letter to be written by the teacher to the parent. Figure 5 illustrates a grade one report card which provides space for teacher comments without the use of subject gradings. Some school systems use letter reports which are even more informal than that illustrated in Figure 5. In these cases a letter is written on school stationery and no special form is used for reporting. Although letters are extremely variable, the following illustration cited by Elsbree is an example of a well written letter by the teacher to the parents:

The Loudonville School
Date

My dear Mr. and Mrs. P.

We are pleased to share with you some of the

First Report _____ Date _____

Third Report _____

Date _____

Teacher's Signature _____

Teacher's Signature _____

Second Report _____ Date _____

Fourth Report _____

Date _____

Teacher's Signature _____

Teacher's Signature _____

36

	1	2	3	4
Days Present				
Days Absent				
Times Tardy				

FIGURE 5

THE INFORMAL LETTER AS A MEANS
OF REPORTING IN GRADE ONE

things we have noticed about Charles' personality, growth, and development during the year. If you would like to discuss further any of the things mentioned we shall be glad to have you call us for a conference.

We have found Charles to be a very cooperative child, both with teacher and peers. He seems to have a happy and contented disposition and has been a pleasant person with whom to live. At first he was a little difficult to get acquainted with. He doesn't seem to mingle readily with either children or adults. Even now, in a game or on the playground, he is inclined to want to watch the others, rather than get into the play himself. We often have to urge him to join another child or group of children at play. This has been especially evident on the playground. Unless urged to participate, he stands and watches the others swing, or play with the balls or with the wagon. He doesn't have the traits of a shy child; it seems more like reserve, wanting to be sure he is accepted before he mingles with the others. Of course he has been absent quite a bit, and the size of the group may have emphasized his feeling of insecurity.

In a discussion group he shows none of those qualities. He talks easily and expresses himself very well, and his conversation shows an excellent background and understanding of the things about him. He has many interests, and a good memory, with attention to detail, which make his contributions to a group discussion really interesting and worthwhile.

One of his special interests in school is rhythm. He has made a real effort to take part in the rhythms, even those in which he lacked coordination, and is proud of his accomplishments. He often asks for rhythms in the day's program. When the group sings together Charles rarely participates, but watches others closely.

Charles has seemed to enjoy using the materials in the room. He likes blocks and wood especially, although he has experimented with the other things too. In his play with blocks he shows good forethought and planning in carrying out his ideas. Quite often he builds forts; recently he built a prison which showed exceptional thought for detail. He also plays with the things he constructs, which bears noting, as many children's interests last only during construction. Charles has also spent much time at the work bench. He seems to

have ideas for using wood, but the results as yet have shown an experimental stage of development. He has learned to handle the tools well. Charles seldom chooses any play that necessitates play with groups of children, such as play in the housekeeping corner, working with clay, etc. He occasionally uses paints.

His interest span is good for a child of his age. During a free time period he stays with the thing he chooses first and always seems reluctant to give up work at the end of the time. When it is time to pick up he is willing to do his share; in fact he often helps others when his own picking up is finished. Charles shows a great deal of independence. He likes to do his own thinking and carry out his own ideas. He can follow directions, and needs very little help of any kind. He also shows an unusual amount of self control. Unless deliberately annoyed by another (especially an older child) he gets through the activities of the day with little difficulty.

We feel that it is important for Charles to develop more self confidence. He is afraid to try new things, and new situations bring out the reserve I mentioned above, although once he is started he is all enthusiasm. This trait may or may not influence his work in first grade, particularly at the beginning of the year before he has become adjusted to a new situation.

I have enjoyed working and playing with Charles this year. He has been a good member of the group, and we anticipate a successful year in first grade.

Sincerely yours,

Advantages and disadvantages. The advantages of the informal letter in reporting to parents are fairly obvious. Through the use of an informal letter, the parents receive a more personal account than the stereotype report cards usually give. Letters of this type can be comprehensive and thus cover as many phases of

the child's development as the teacher wishes to cover. They can also provide parents with information as to how they can help their children improve. "A blank sheet of paper imposes no restrictions on what the teacher may say or how he may say it."⁴

Equally as obvious as the advantages of the informal letter report are its disadvantages. This method is quite impractical for teachers who work with large numbers of students since this would be too time consuming. Furthermore, the informal letter would be impractical for those grades which use departmentalization in teaching various subject material. Perhaps an even greater drawback to the informal letter report is the fact that it is an unsatisfactory instrument in the hands of unskilled teachers. "The possibilities of misinterpretation involved in the use of the informal letter are present to a greater degree than in the use of the formal printed report form."⁵ Such letters can also become too generalized to be of any great value to the parents. Still another disadvantage of the informal letter is the fact that some method of separate reporting for purposes of administrative records and transfers must be maintained.⁶

Suggested aids. In an effort to overcome some of

the difficulties involved in the writing of the informal letter report some helpful material has been prepared. Wrinkle suggests the staggering of such reports over a period of several weeks in order to give the teacher sufficient time to spend on each letter.⁷ As an aid for teachers using the letter-form method Elsbree quotes a list of suggestions for "Writing Letters to Parents."⁸

SANTA MONICA CITY SCHOOLS

Suggestions for Writing Letters to Parents

- I. Begin the letter with encouraging news.
- II. Close with an attitude of optimism.
- III. Solicit the parents' cooperation in solving the problems, if any exist.
- IV. Speak of the child's growth--social, physical and academic.
 - A. Social (Citizenship traits)
 1. Desirable traits: Attention, attitude toward school, care of property, co-operation, honesty, effort, fair play, neatness, truthfulness, obedience, promptness, reliability, self control, self reliance, concentration, courtesy, consideration, thrift, patience, appreciation, kindness, sympathy, orderliness, interest in associates, discrimination, politeness, respect for the rights of others.
 2. Undesirable traits: Selfishness, wastefulness, untruthfulness, dishonesty, spitefulness, slow to respond, impudence, carelessness, untidiness, rudeness, noisiness, insolence, cheating,

inattention, lack of self reliance, discourtesy, tattling, snobbishness, conceit, impatience, stealing.

B. Physical (Health conditions): Posture, weight, vitality, physical handicaps, cleanliness, (personal) muscular coordination, nervousness, emotional traits.

C. Academic.

1. Interests: (a) in school activities; (b) in extra-school activities.
2. Methods of work: (a) methods of attack; (b) purposing; (c) planning; (d) executing; (e) judging; (f) consistency in finishing work.
3. Achievements: (a) growth in knowledge, appreciation, techniques; (b) list subjects in which the child is making progress; (c) relationship of his accepted standards to his capacities.

V. Compare the child's efforts with his own previous efforts and not with those of others.

VI. Speak of his achievements in terms of his ability to do school work.

VII. Remember it is our professional duty to know the reason why if the child is not making what, for him, is normal progress. (Some suggestive reasons for lack of progress--late entry; absence; lack of application; health defects, such as hearing, sight, under-nourishment).

VIII. Teacher's advice to parents in matters pertaining to health in which the home is a vital factor; such as, diet, rest, clothing, exercise, etc.

IX. Please remember that every letter is a professional diagnosis, and as such is as sacred as any diagnosis ever made by any physician.⁹

IV. CHECK TYPE REPORT CARD

Figure 6 is a good example of the fairly common check-type report card of today. A number of other report forms, such as Figure 7, combine the letter grading for each subject with a check to indicate specific areas where improvement is needed.

Advantages and disadvantages. Check lists also possess certain advantages and disadvantages as a means of reporting pupil progress to parents. They have the advantage of presenting a more complete picture of the child than the traditional report card. Check lists are also much easier and faster to make than writing informal letters. The check-type form which is combined with subject gradings is especially valuable because it tends to be diagnostic in its analysis of specific areas where improvement is needed. Elsbree points out that where check lists are used, there is a noticeable tendency to avoid comparisons between children and to reduce the number of marking symbols.¹⁰ Wrinkle states that the check-form of report is mechanically the most practical and generally the most usable of the various departures from the conventional report card.¹¹

Among its disadvantages the check-type report form has a tendency to become too lengthy and too

PRIMARY DIVISION REPORT**Explanation of Report to Parents**

SUBJECT HEADINGS under FUNDAMENTAL SKILLS are marked with an (X) indicating degree of progress.

SUBHEADS are also marked when a particular phase of the skill needs attention.

GOOD CITIZENSHIP subheads are likewise marked when the teacher wants to show needed improvement or commendation.

**PROGRESS IN
FUNDAMENTAL SKILLS**

	Excellent progress	Satisfactory progress	Improving but below standard	Capable of doing better	Excellent progress	Satisfactory progress	Improving but below standard	Capable of doing better	Excellent progress	Satisfactory progress	Improving but below standard	Capable of doing better	Excellent progress	Satisfactory progress	Improving but below standard	Capable of doing better
	1st Report				2nd Report				3rd Report				4th Report			
1. READING																
Shows interest in reading																
Is learning to read																
Understands what is read																
Reads accurately with good speed																
2. LANGUAGE																
Talks well before group																
Vocabulary is growing																
Desires to express ideas in writing																
3. HANDWRITING																
Forms letters correctly																
Written work is neat																
4. SPELLING																
Spells needed words correctly																
5. NUMBER WORK																
Understands and uses numbers																
Knows required number facts																
Solves simple problems																
6. SOCIAL STUDIES AND SCIENCE																
Takes part in group discussions																
Brings useful information to class																
7. ART AND MUSIC																
Expresses ideas with art materials																
Sings and enjoys music																
8. PHYSICAL ACTIVITIES																
Takes part in rhythms																
Takes part in playground games																
PROGRESS IN GOOD CITIZENSHIP																
1. Is happy and friendly																
2. Is courteous and well-mannered																
3. Takes part in group activities																
4. Works well alone and follows directions																
5. Finishes work																
6. Is neat and orderly																
7. Takes pride in personal appearance																
8. Respects rights and property of others																

FIGURE 6

ILLUSTRATION OF COMMON CHECK TYPE
REPORT CARD OF TODAY

ELEMENTARY PUPIL GROWTH REPORT

Grades 3, 4, 5, 6

Explanation of Letter Marks (in large spaces):

E—excellent growth and pupil is doing strong work.

S—good growth and satisfactory work for grade level.

N—needs to improve for grade level.

Explanation of Checks (in small spaces):

✓—check shows specific areas where improvement is needed.

Effort

This rating tells whether the child is working to the best of his ability. If a pupil is doing his best and is still below grade, the home and the school should make every effort to understand and help him. However, unsatisfactory effort should be a matter of serious concern.

FIRST REPORT	SECOND REPORT	THIRD REPORT

Basic Skills

READING -----

Understands what he reads -----
 Works out new words -----
 Reads smoothly with reasonable speed -----
 Reads well aloud -----
 Reads for personal enjoyment -----
 Completes independent reading assignments -----

FIRST REPORT	SECOND REPORT	THIRD REPORT

ORAL LANGUAGE -----

Speaks clearly and distinctly -----
 Uses good English -----
 Takes part in class discussions -----

WRITTEN LANGUAGE -----

Expresses ideas clearly -----
 Uses correct language -----

HANDWRITING -----

Writes the letters correctly -----
 Writes neatly and legibly -----
 Writes with reasonable speed -----
 Takes pride in good writing -----

FIGURE 7

THE DIAGNOSTIC CHECK TYPE
REPORT CARD

detailed. Sometimes the long lists of traits and abilities become too long to be meaningful. In other cases there is a tendency toward stereotyped statements which also can become meaningless.

V. ANECDOTAL RECORDS

"The anecdotal record is a specialized form of incidental observation. It is a description of the child's conduct and personality in terms of frequent, brief, concrete observations of the pupil made and recorded by the teacher."¹² This method of reporting pupil progress received a great deal of attention during the past decades but is now just another technique of reporting.¹³ Survey results in this study brought no indications that anecdotal records are being used as a means of reporting to parents. However, it is quite likely that many teachers use such records as an aid in compiling results which are to appear on a report card. This is especially true in regard to an evaluation of personal and social growth.

Advantages and disadvantages. Anecdotal records do have certain advantages as a means of reporting. They do present a running account of a child's activities in school. Unless some form of anecdotal record is kept

from day to day, teachers cannot hope to remember certain pupil actions which took place several weeks before. Such records provide an excellent basis for parent-teacher conferences or informal letters to parents.

The disadvantages of anecdotal records are quite obvious. In most situations, such a method would be too time consuming. This method is also subject to the same evils as the informal letter to parents. Such records can be meaningless and perhaps dangerous if an unskilled teacher gives an incident the wrong interpretation. Furthermore, anecdotal records can be conducive to poor public relations if some interpretations are revealed to the parents.

VI. PARENT-TEACHER CONFERENCES

In many communities today parents are invited to come to the school once or even several times during a year to discuss their children's progress in conference with the teachers.¹⁴ Although the conference technique is popular and often used, it seldom replaces the report card. Several report cards obtained as samples for this study did make provisions for the conference to replace not more than one issue of the report card. In other cases, conferences are requested in order to supplement rather than replace reporting forms.

Advantages and disadvantages. If the conference plan is workable it can be a most satisfactory method of reporting to parents. The classroom teacher can have the child's work on hand to show to the parents; he can tell what he has observed of the child's behaviour; he can learn much about the parents' attitudes; and he can ask and answer questions. Any misunderstanding can be straightened out on the spot.¹⁵

"The most serious objection to the conference plan is that it demands a heavy time investment."¹⁶ Unless conferences can be included within the teacher's regular day, they are very difficult to arrange. Conferences within the departmentalized schools are even more difficult to schedule since several teachers should be involved with each parent interview. Another serious objection to the conference is the fact that it does not result in a record which the school is usually expected to maintain. Therefore a report card must still be maintained in addition to the conference. The conference can also fail unless the teacher has the ability to conduct the interview skilfully; has at hand the necessary information about each pupil's progress; and has some suggestions which might be helpful to the parent in aiding his child.¹⁷ Very often such conferences are limited to the teacher and only one parent.

In other cases, neither parent is able to attend the scheduled conference period. If conferences are to be successful they require much preparation and follow-up work on the part of the teacher.

Suggested aids. In order to overcome some of the weaknesses which conferences with parents are subject to, Strang suggests that the teacher keep a folder for each pupil, which will contain:

1. Dated samples of the pupil's work, including both standardized and informal tests.

2. Compositions which the pupil has written about himself--his interests, goals, experiences, relationships.

3. Dated anecdotal records of significant behaviour observed in class or elsewhere.

4. Records of conversations with the pupil or his parents.

5. The cumulative record, which should give some information on home background, intelligence, school achievement, attendance, and other pertinent items.

6. The pupil's own appraisal of his progress, either in composition form or on some rating scale such as "My Growth Plan" (see page 43).

7. Periodic summaries of this detailed information showing trends in physical, intellectual, social, and emotional development, and progress toward the accomplishment of developmental tasks.

With such data at hand, the teacher can give the parent accurate information about the child's growth as an individual and as a member of the group, as well as his growth in knowledge and skills. The teacher should analyze this data with the parent and discuss it from the standpoint of the child's developmental age.¹⁸

VII. OTHER DEVELOPMENTS

The most encouraging aspect of present day reporting is not that perfect forms have been developed or that the best ways of making reports have been discovered, but that hundreds of schools are experimenting with a variety of new plans and that some of these schools are publishing their experiences so that other schools may benefit by them.¹⁹

Marks on effort and ability. Among the latest and perhaps the most controversial of the developments in reporting is whether to mark on the basis of a standard of performance or on the basis of ability. Although this survey did not include any sample report cards which are designed to be marked on the basis of ability alone, several cards are designed to show an ability grading in each subject in addition to the grading based on grade performance. One example of such a report form is shown in Figure 8.

Advantages and disadvantages. There is much to be said in favor of report cards which are designed to show marks based on effort and performance. It does not seem fair that children who are not capable but who work hard should never have their efforts recognized when many capable children who do little work get high grades that seem beyond what they deserve.

GROWTH IN KNOWLEDGE AND SKILLS

Explanation of Mark in ☐

Achievement level (based on child's position within his class group, as judged by standardized tests, teacher-made tests, and teacher observation).

- E Above average for class
- G Average for class
- F Below average for class
- P Very low achievement

Desirable growth is listed below each subject. You will find a red N where your child needs to improve.

Explanation of Mark in ()

Marks in this column show that relationship between child's achievement and his ability to achieve.

- C Commendable, is doing unusually good work in terms of his own ability
- S Satisfactory, making progress consistent with his ability
- N Needs to improve, progress not consistent with his ability

First Period	Third Period	Final Period		First Period	Third Period	Final Period
No Grade				No Grade		
First Period	<input type="checkbox"/>	<input type="checkbox"/>	READING	First Period	()	()
_____	_____	_____	Reads with understanding			
_____	_____	_____	Applies phonetic understandings			
_____	_____	_____	Reads well orally			
_____	_____	_____	Likes to read			
No Grade				No Grade		
First Period	<input type="checkbox"/>	<input type="checkbox"/>	ARITHMETIC	First Period	()	()
_____	_____	_____	Can read and write numbers taught			
_____	_____	_____	Understands meaning of numbers taught			
_____	_____	_____	Knows required addition and subtraction facts			
_____	_____	_____	Can use number facts learned			

FIGURE 8
THE DUAL BASIS OF REPORTING

The mark on effort can be one way to reward the slow learner who has worked hard and it can also rebuke the bright one who has done little work. Marking in this manner can help the classroom teacher to distinguish between actual performance and other factors that influence the mark given. Unfortunately, it is not always easy to tell whether a child is actually not trying or is misdirecting his efforts. Furthermore, the mark on effort does not take into account the causes of a failure to try. A child may not be trying because of poor health, fatigue, or emotional difficulties. Too often, also, the child and his parents may pay little heed to a mark on effort and concentrate only on the mark based on performance.²⁰

Supplementary reports. One other development in the field of reporting is worthy of note. Several samples of supplementary report cards were received with the survey samples. This type of report form seems also to be directed toward the aid of the slow learner. Figures 9 and 10 are two illustrations of American supplementary reports, whereas Figure 11 illustrates one which is being used in Alberta. Such reports are designed to correspond with present day methods of ability grouping and remedial programming.

ANDERSON PUBLIC SCHOOLS
A Supplementary Report

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We wish to call your attention to
school work as checked below:

	Yes	No		Yes	No
READING			Science work shows out- standing ability		
Takes part in class discussions			Music work shows out- standing ability		
Listens to directions			Art work shows outstanding ability		
Keeps attention on work			Physical education work shows outstanding ability		
Finishes an assignment					
Is able to attack new words					
Is able to use reading as a learning tool			ARITHMETIC		
Needs much extra reading beyond class			Makes steady progress		
LANGUAGE			Is able to use arith. funda- mentals as a learning tool		
Takes part in class discussions			Thinks for himself		
Enjoys writing stories, letters and poems			Gives careful attention		
Tries to improve the English he uses					
Uses good sentences in speaking and writing			SPELLING		
Accepts and gives helpful criticisms			Uses study in class to gain mastery of words		
Uses punctuation which helps the reader understand what he has written			Needs extra study beyond class to gain mastery of words		
Plans well with other mem- bers of the class			STUDY HABITS		
			Completes assignments		
SOCIAL STUDIES			Neatness		
Takes part in class discussions			Uses study period wisely		
Does independent thinking					
Does voluntary work (reports, etc.)			SOCIAL HABITS		
Does further activity work (construction, maps, etc.)			Gets along with others		
Uses maps, illustrations, charts			Assumes responsibility		
Is aware of current events			Accepts criticism kindly		
			Annoys others		

(Grades 3, 4, 5, 6)

FIGURE 9

ILLUSTRATION OF SUPPLEMENTARY REPORT
USED IN SOME AMERICAN SCHOOLS

Arlington County Public Schools**WASHINGTON-LEE HIGH SCHOOL****Arlington, Virginia****ADVISORY REPORT**

Date _____

Homeroom _____

This advisory report is used in addition to regular periodic reports, and is sent to the parents of those students who are doing failing work or are not working up to capacity.

☐

is failing

☐

is not working up to capacity in _____

In our judgment this is due to:

☐

Absences

☐

Program Too Full

☐

Failure To Do Homework

☐

Poor Study Habits

☐

Difficulty With Subject

☐

Poor Attitude

☐

Lack Of Effort

☐

Unknown Cause

(Over)

FIGURE 10

ILLUSTRATION OF PAGE ONE,
ADVISORY REPORT CARD

Teacher's Comments:

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_____Teacher

This report is a device intended to bring about closer cooperation between the school and the home. The parent's signature does not indicate approval, it informs members of the school staff that the parent has examined official evidence of the student's progress. Please sign and return promptly.

_____Principal

Parent Or Guardian

For Conference Call School Guidance Office.

FIGURE 10

ILLUSTRATION OF PAGE TWO,
ADVISORY REPORT CARD

Supplementary Record Of Progress
Of Pupils Participating in the Modified Program

The work of the first four grades in reading, spelling and arithmetic is divided into twelve units. Work in other subjects is carried on in the regular way.

This modification in our grade system is designed to permit children to progress at a pace that is best suited to their needs and abilities. The majority of them will cover three units per year. A few will travel at a faster rate but without skipping any of the work. Immature or slower-learning pupils will proceed more slowly to avoid becoming confused.

Until a new report form has been prepared, your child's progress in the three subjects noted will be indicated on both the regular form and this supplementary record. The progress of slower-learning children may be recorded only on this form.

The red lines below indicate the approximate progress made by your child to date.

Unit - - -	1	2	3	4	5	6	7	8	9	10	11	12
Grade - -	I			II			III			IV		
Reading - -												
Spelling - -												
Arithmetic -												

FIGURE 11
ILLUSTRATION OF SUPPLEMENTARY
REPORT USED IN ALBERTA

Since many remedial programs are centred around reading, Figure 12 indicates a special reading progress report which could prove very beneficial to the parent, the teacher, and the student. Filling out such supplementary reports usually requires the teacher to analyze the problem very thoroughly before reporting.

No doubt there are many other isolated developments in the field of reporting pupil progress to parents. It is hoped that such experiments will be made known as they are better developed so that others may profit by their experience.

BASAL READER _____

Ending Page _____

SUPPLEMENTARY READER _____

Level _____

1. _____

2. _____

3. _____

4. _____

BARRIERS TO PROGRESS (check any)

Sight _____

Hearing _____

Mentally Retarded _____

Home Background (check one)

Culture _____

Foreign _____

Broken _____

Normal _____

ABSENTEEISM _____

OTHER _____

READING DIVISION

High _____

Middle _____

Low _____

Other _____

WORK HABITS

Uses Time Wisely _____

Follows Directions Accurately _____

Eye - Voice Span Well Developed _____

Makes Use of Reference Material _____

Other _____

NEEDS HELP IN

Phrase Reading _____

Phonetic Analysis _____

Expression and Voice _____

Comprehension _____

Vocabulary _____

Recall of Ideas _____

Lip Movement _____

Other _____

FIGURE 12

A SPECIAL READING PROGRESS REPORT

FOOTNOTES--CHAPTER III

¹Willard S. Elsbree, Pupil Progress in the Elementary School. Practical Suggestions for Teaching, No. 5 (New York: Teachers' College, Columbia University, 1943), p. 73.

²A. E. Traxler, op. cit., p. 241

³Ibid.

⁴W. L. Wrinkle, op. cit., p. 54.

⁵Ibid.

⁶Ibid., p. 58.

⁷Ibid., p. 56.

⁸Elsbree, op. cit., p. 84.

⁹Ibid., pp. 83-84

¹⁰Elsbree, loc. cit.

¹¹Wrinkle, op. cit., p. 58.

¹²Traxler, op. cit., p. 125.

¹³Rothney, op. cit., pp. 17-18.

¹⁴Ibid., p. 30.

¹⁵National Education Association Research Division, School Marks. Washington, D. C., February 1954, p. 6.

¹⁶Wrinkle, op. cit., p. 54.

¹⁷Ruth Strang, op. cit., p. 25.

¹⁸Ibid., pp. 27-28.

¹⁹Traxler, op. cit., p. 261.

²⁰N. E. A. School Marks, pp. 2-3.

CHAPTER IV

DEPARTMENT OF EDUCATION REPORTING POLICIES IN CANADA

The Canadian provinces can be divided into three categories regarding their policies for reporting pupil progress to parents. There are those provinces which issue their own particular report forms and insist that these be used in all schools within their boundaries. Other provinces issue provincial report forms upon request to those areas which wish to use them. Still others issue no provincial report cards of any kind and require that local school authorities develop their own reporting methods according to their specific needs. In this chapter the provincial practices of reporting pupil progress to parents are discussed from these three points of view. Some attention is given to unique features of report cards which are issued by provincial Departments of Education. No attempt is made to analyze the great variety of report cards in use throughout those provinces which permit complete freedom of choice. Such an undertaking would be too great to cover adequately and accurately in a study of this type. However, in the following chapter, the province of Alberta is dealt with in detail as to the various report cards which are in

use in various school systems.

I. MANDATORY PROVINCIAL FORM

British Columbia. One of these provinces which issues a prescribed card and insists that this be used throughout all of the schools in the province is British Columbia. In a letter from Mr. J. F. K. English, Deputy Minister and Superintendent of Education for the province of British Columbia, the following information was received:

. . . Legislative requirements make the use of a prescribed card mandatory. Schools can and do issue additional information. Recent trends have been towards the Teacher Parent Conference and, to a lesser extent, the anecdotal or letter type of reporting. Both of these supplement the use of Reports Cards.

Since these report cards are mandatory for the province, they should warrant a close examination as to their content and general make-up. Three separate forms are issued: one being the "Primary Division Report Card" for use in grades one, two, and three; the "Intermediate Division Report Card" to be used for grades four, five, and six; and the "Secondary Report Card" for grades seven to twelve inclusive. Pages two and three of the intermediate report card are shown in Figures 13 and 14. It is interesting to note that Work Habits as well as

GENERAL DEVELOPMENT*

This section of the card is marked with these symbols:

- G—Good.
- N—Normal or average.
- U—Unsatisfactory.

	First Report	Second Report	Third Report	Fourth Report
Health Habits				
General Behaviour				
Attitude and Effort				

REMARKS*

First Report:

Second Report:

Third Report:

* Ratings by the Teacher are required for each report. It is strongly recommended that written comments be given by the Teacher wherever necessary.

FIGURE 13

SCHOLASTIC ACHIEVEMENT*

Progress in School Subjects:

- A—This letter shows that a pupil is doing exceptionally well as compared with the standard for the grade.
- B—This letter shows that a pupil is making better than average progress as compared with the standard for the grade.
- C—This letter shows that a pupil is making normal or average progress as compared with the standard for the grade.
- S—This letter shows that a pupil is progressing slowly as compared with the standard for the grade but to the best of his or her ability. The Parents should confer with the Principal.
- U—This letter shows that a pupil is not getting along as well as can be expected. Parents should discuss the matter with the Principal.

Work Habits:

- G—This letter shows that work habits are good.
- N—This letter shows that work habits are normal or average.
- U—This letter shows that work habits are definitely unsatisfactory.

SUBJECT	FIRST REPORT		SECOND REPORT		THIRD REPORT		FOURTH REPORT	
	Achieve-ment	Work Habits	Achieve-ment	Work Habits	Achieve-ment	Work Habits	Achieve-ment	Work Habits
Language								
Spelling								
Writing.....								
Reading								
Social Studies								
Health								
Physical Education								
Arithmetic								
Science								
Arts								
Music								

REMARKS*

Fourth Report:

* Ratings by the Teacher are required for each report. It is strongly recommended that written comments be given by the Teacher wherever necessary.

FIGURE 14

Achievements are graded in every subject. This is also true of the Secondary Report Card although Achievement is graded with a different letter scale. It is also worth noting that the achievement gradings are specifically defined and based upon standard requirements for that particular grade level. General Development is limited to three items on all three levels of report cards and a reasonable amount of space is left for written comments by the teacher. Page one on all British Columbia report cards contains a message to the parent along with the usual space for the pupil's name, grade, school, school district, and the teacher's signature. In addition to the usual attendance record, parent's signature, and transfer or promotion certificate, page four contains a check-type chart through which either the teacher or the parent may indicate that a teacher-parent conference is desired. In summing up the British Columbia reporting methods, Mr. English states "that there seems to be little agreement as to what constitutes an acceptable method of reporting progress." He goes on to say that:

Over the past ten years numerous revisions have been made and that further revisions will be necessary in the future. The problem is bound up with philosophy or concepts of education and its aims. Uniformity in method of reporting progress is dependent upon general agreement as to what is meant by 'progress'

and what function the school should assume in promoting it.

Catholic Quebec. Catholic Quebec falls into the same category of reporting as British Columbia since the Department of Education issues a Monthly Report to Parents, which is to be used throughout all Catholic schools in the province. The report cards are printed in both French and English. Figures 15 and 16 show the main pages of this report card which serves all grades from one to nine inclusive. Pages one and four of the four-page booklet contain only the usual type of information found on most report cards. The unique features of this report card are several. First, we note that the report is issued on a monthly basis. Gradings for academic work are shown in terms of percentages and pupils are ranked according to the number of pupils in the class. As a further basis of comparison, the pupil's average result is graphed in relation to the class average. This is by far the most competitive and traditional of any report cards studied in this survey.

II. PROVINCIAL FORMS OPTIONAL

Alberta. In the next category, there are four provinces which issue provincial report cards to be used on an optional basis. Alberta, Newfoundland, Prince

STUDIES

	Religion			English					Mathematics				Other Subjects					GRAND TOTAL	RANK ON NUMBER OF PUPILS
			TOTAL									TOTAL					TOTAL		
Last year																			
Sept.																			
Oct.																			
Nov.																			
Dec.																			
Jan.																			
Feb.																			
June																			
Apr.																			
May																			
June																			

N.B.—Students who obtain less than.....% on subjects will not be promoted

For the year 19.....-19..... this pupil will be placed in Grade

Teacher.....

Principal.....

FIGURE 15

PAGE TWO, OF THE MONTHLY REPORT TO PARENTS
USED BY CATHOLIC QUEBEC

CHARACTER FORMATION

	S	O	N	D	J	F	M	A	M	J
1 — Homework										
2 — Lessons										
3 — Work - Application										
4 — Conduct - Politeness										
5 — Discipline										
6 — Punctuality										

N. B. — "X" indicates that improvement is desirable.
 "M" indicates a serious shortcoming.

Comparative Results

The blue line indicates the pupil's average result.

The red line indicates the class average.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
100%										
95%										
90%										
85%										
80%										
75%										
70%										
65%										
60%										
55%										
50%										
45%										
40%										
35%										
30%										

FIGURE 16

PAGE THREE, OF THE MONTHLY REPORT TO
 PARENTS USED BY CATHOLIC QUEBEC

Edward Island, and New Brunswick all print provincial report card forms which may be used by a particular system or discarded in favor of something more preferable. Alberta has for many years issued a provincial report card to be used by those school systems which request them. Three separate cards are issued: the Division I form for grades one to three; the Division II form for grades four to six; and the Junior High School report for grades seven to nine. Figures 17 and 18 show pages two and three of the Division II Alberta report card. The report forms used for grades one to three and for grades seven to nine vary only slightly from those used in Division II. The reverse side of the report shown by Figures 17 and 18 contains the usual information such as the name of the pupil, the date, and the school, the attendance figures and a certificate of promotion. The reverse side also contains space for the parent's signature along with very limited provisions for comments by the parents. Some information regarding provincial practices for reporting pupil progress in Alberta is available in the Curriculum News Letter of February, 1958. The purpose of reporting is stated as four fold. First, reporting provides information regarding the achievement of pupils in school subjects.

NAME					
PERSONAL GROWTH The following scale is used to rate Personal Growth: 1 - Outstanding progress for this child 2 - Satisfactory progress for this child 3 - Unsatisfactory progress for this child					
PERSONAL GROWTH, as observed at school: Self-Respect: Controls his emotions; appears happy and at ease; takes a balanced view of his own work, ability, progress, and conduct; is attentive to sound health habits and personal appearance Creativeness: Exhibits some originality in discussions; expresses his own ideas well; shows some individuality in handiwork Reasoning: Recognizes problems; observes and listens carefully; thinks before speaking Co-operation: Works and plays well with others; respects authority; respects the rights of others Responsibility: Takes care of materials and property; is trustworthy and honest; carries out plans well; exhibits independence and initiative in daily work Social Concern: Shares freely with others; is courteous to all; is concerned for the welfare of others Work Habits: Works with purpose and dispatch; is neat and orderly; uses time profitably	Report No.	1	2	3	4
NOTE TO TEACHERS AND PARENTS The following matters will be made the subject of a personal letter to the parents, or of a personal interview with the parents, as circumstances may suggest or require. (a) Special abilities. (b) Physical health. (c) Conduct. (d) Immaturity of the child, making the grading of his progress difficult.					
TEACHER'S COMMENTS: First Report					

FIGURE 17

PAGE TWO, OF THE DIVISION II ALBERTA
REPORT OF PUPILS' PROGRESS

DIVISION II. GRADE

SCHOOL SUBJECTS					
The following scale is used to grade progress in school subjects:					
H—Excellent A—Above Average B—Average C—Below Average D—Unsatisfactory					
SUBJECT PROGRESS	Report No.	1	2	3	4
Reading:					
(a) Oral and silent reading					
(b) Free reading and literature appreciation					
Language:					
(a) Oral expression: discussing and reporting					
(b) Written assignments					
Spelling:					
Word lists and written work					
Arithmetic:					
(a) Fundamental skills					
(b) Problem solving					
Writing:					
Legibility and speed					
Music:					
Including enjoyment and appreciation as well as skill and ability					
Art:					
Including enjoyment, appreciation and imagination as well as skill and ability					
Physical Education:					
Including class activities and participation					
Enterprise Activities:					
Including the gathering and organizing of facts and materials, understanding of problems in Social Studies, Health, and Science, participation in group activities, and construction skills					
TEACHER'S COMMENTS:					
Second Report					
.....					
TEACHER'S COMMENTS:					
Third Report					
.....					

FIGURE 18

PAGE THREE, OF THE DIVISION II ALBERTA
REPORT OF PUPILS' PROGRESS

Another important phase is stated as the evaluation of "personal growth," which involves the grading of attitudes such as responsibility and cooperation. Thirdly, reports are also a source of information for the permanent school record. Finally, a report serves an important public relations function as it is a direct means of communication between the home and the school. Another interesting phase of provincial reporting is dealt with in this news letter in connection with the reporting of final results in grade nine. The only reports received by parents of students below the ninth grade are those issued by the school.

In grade nine schools issue regular reports to the parents except at the end of the school year. At that time the teachers compile a report for the Department of Education. The information received by the Department is combined with gradings received in the provincial final examinations and a report is sent to each pupil. The grade nine results are accompanied by a form entitled "Suggestions for Educational Guidance." The main purpose of this form, which is shown by Figure 19, is to indicate probable success in more advanced work. In awarding marks to pupils in grade nine, the Department of Education does not refer to any absolute standard. Instead, the gradings for these pupils are



GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

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Legend	
H	— Excellent
A	— Very Good
B	— Good
C	— Fair
D	— Weak

SUGGESTIONS FOR EDUCATIONAL GUIDANCE

- (a) The **above** letter gradings indicate the student's degree of success in the various subjects taken in Grade IX.
 - (b) A student who has secured "H", "A" or "B" standing on all Grade IX subjects can succeed, probably, in any subject of Grade X and later grades.
 - (c) A student who has secured a "C" standing in any subject has only a fair chance of succeeding on the Grade X course in that subject; this is especially true of Mathematics.
 - (d) If a student secured a "D" standing in any subject, it is very unlikely that he will succeed in the Grade X course in that subject.
 - (e) A student should select courses which have relationship to his occupational preference, his interests and his abilities. He should be guided by the advice of his parents, teacher-counselors and school principal.
- N.B. Certain courses are obligatory for the high school diploma. Some Grade X courses are prerequisites for more advanced high school units. All students should become familiar with the Regulations governing their program in Grade X in order to avoid possible difficulties in the later high school years.

Pupils in grades nine and twelve receive regular reports from the school except at the end of the year. At that time the teachers compile a report for the Department of Education. The information received by the Department is combined with gradings received in the final examinations and a report is sent to each pupil. The grade nine results are accompanied by a form entitled "Suggestions for Educational Guidance". The main purpose of this form, which is shown above, is to indicate probable success in more advanced work.

Pupils in grades ten and eleven receive reports from the Department of Education giving information as to sub-

ject gradings and credits received. These reports are made up from forms sent by the schools giving subject marks for each pupil. This information is recorded on the cumulative record kept in the schools and also recorded in the files of the Department.

A sample copy of a completed form mailed to grade twelve students to inform them of the final marks is shown on the next page.

Pupils in grades ten and eleven receive letter gradings. The teachers actually send in numerical gradings (all marks

FIGURE 19

THE ALBERTA DEPARTMENT OF EDUCATION GUIDANCE FORM
USED TO ACCOMPANY GRADE NINE FINAL RESULTS

based on the assumption that in a large group the students from year to year are about the same in ability and achievement. The actual scales used in grade nine are as follows:

<u>Letter gradings given to pupils</u>	<u>Percentage marks used to derive letter gradings</u>	<u>Percentages of total number of pupils</u>
H	80 - 100	10
A	65 - 79	25
B	50 - 64	35
C	40 - 49	20
D	0 - 39	10

The above gradings apply to the individual subjects only. The percentage marks used to derive the letter gradings in grade nine are also those which are most commonly used for the same purpose in grades one to eight in this province. Further aspects of the report cards themselves will be dealt with in the next chapter.

Newfoundland. Also within the category of provinces which supply provincial report cards on an optional basis is Newfoundland. Mr. H. J. B. Gough, Director of Curriculum for Newfoundland, states in a letter that his "Department does supply Report Cards for use in such schools as request them." These are apparently quite widely used throughout the province since Mr. Gough says that most of

the larger high schools use their own report cards, but does not make reference to elementary schools doing the same thing. The provincial report is in the form of a booklet entitled "Pupil Record Book." The outside cover of this booklet contains only its title and the student's name. On the inside cover is the following information:

1. At the end of each quarter this book should be sent to the parent or guardian to be signed and returned to the school.

2. At the end of each year the white perforated sheet should be detached and sent to the parent or guardian.

3. This book should be carefully preserved and kept in the school as a permanent record.

The booklet itself contains ten pages, five of which are perforated along one edge and are eventually detached and sent to the parent or guardian. Figures 20 and 21 show both sides of the yellow pages which are retained by the school. Figures 22 and 23 show both sides of the white pages which are intended for the parents to keep. The most outstanding feature of this report form is its provision for preserving report card information in the school as a part of the child's permanent record. Thus one booklet issued to a student in grade one would be sufficient to record his entire elementary education. Needless to say, the envelope provided for this booklet is quite substantial and durable. The face of the

[illegible]

FIGURE 20

PAGE ONE, OF THE SCHOOL COPY OF THE NEWFOUNDLAND
PROVINCIAL REPORT BOOKLET

Interests, Aptitudes or Abilities worthy of record:

Special School Activities in which pupil has had part

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....

FIGURE 21

PAGE TWO, OF THE SCHOOL COPY OF THE NEWFOUNDLAND
PROVINCIAL REPORT BOOKLET

Surname

First Name

Initial

Grade

19..... to.....
Year

SUBJECTS	MARKS				Final Credit
	1st	2nd	3rd	4th	

ATTENDANCE					
	1st	2nd	3rd	4th	Total
Possible					
Times Present					
Times Absent					
Times Late					

Signature of Parent

1.....

2.....

3.....

4.....

FIGURE 22

PAGE ONE, OF PARENTS' COPY OF THE NEWFOUNDLAND
PROVINCIAL REPORT BOOKLET

TEACHER'S REMARKS	1st	2nd	3rd	4th
Does not study enough				
Does not do required work				
Poor attendance				
Poor reader				
Too many outside activities				
Poor health				

General Remarks

FIGURE 23

PAGE TWO, OF PARENTS' COPY OF THE NEWFOUNDLAND
PROVINCIAL REPORT BOOKLET

envelope contains the information shown in Figure 24.

Prince Edward Island. Another of the Canadian provinces which does issue a provincial report card but does not insist that it be used is Prince Edward Island. In a letter from Mr. M. MacKenzie, Deputy Minister and Director of Education for Prince Edward Island is the information that the provincial report cards are used by all public schools in the province, except those in Charlottetown and Summerside, which have forms of their own. Only two report cards are printed: one for grades one and two; the other for grades three to ten inclusive. In addition to the usual space for the pupil's name, grade, school, and teacher's name; page one contains the following information:

We present parents with a report of progress made by their children each month during the school year. The report is sent not later than the fifth school day of each month. It is in two parts.

Part I lists a number of traits such as habits and attitudes which we think are essential to good, well-rounded citizenship in school. We are marking these traits so that you may know our estimate of your child's outstanding qualities, those in which he is improving, and those in which both school and home should cooperate in order to secure greater improvement. We hope that this will assist you as it does us in developing habits and attitudes of good citizenship in your child.

Part II deals with the progress made by your child in the regular school subjects. If your child is marked A (excellent) he ranks with a small propor-

Name of School	Pupil's Name
Address.....	Date of Birth.....
Father's Name..... (or Guardian)	Date of Entering School
Father's Address.....	Date of Promotion to Grade
Mother's Name	" " Grade
<p style="text-align: center;"><u>REMARKS</u></p>	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
	" " Grade
Left School	

10M-458 Dicks

FIGURE 24

FACE OF THE ENVELOPE DESIGNED TO
CONTAIN THE NEWFOUNDLAND
PROVINCIAL REPORT

tion of pupils at the head of his class. The mark B (good) shows that he is among the upper thirty per cent. The mark C (average) indicates that he falls into the group of average progress with about forty per cent of the pupils. The mark D (fair) signifies that the pupil's progress is below average and close to failure; about twenty per cent of the pupils fall into this group. The mark E (unsatisfactory) indicates that the child is not passing in this subject; in actual practice about seven per cent do not pass.

Figures 25 and 26 show pages two and three of this four page report card. There are no noteworthy features on page four. In regard to the general features of this report card it will be noted that it is issued every month. The second noteworthy feature is the honor standing which is awarded monthly on the basis indicated in Figure 26 which is illustrated on the previous page. This report card does not contain space for either teacher's or parent's comments. However, the grades one and two report card does contain very limited space for teacher's remarks.

New Brunswick. The province of New Brunswick completes that category of provinces which issue a report card which can be used or substituted at the discretion of the local school system. Mr. D. A. Middlemass, Director of Curriculum and Research for New Brunswick writes that provincial report cards are made available to all their students, grades one to nine inclusive, in both English and French. However, he also states that

CITIZENSHIP

The following traits such as habits and attributes are desirable for good citizenship. The fixing of these character traits into habits of conduct are even more desirable than the gaining of knowledge and skills, and should be regarded as one of the chief functions of the school. Parents are advised to scan this feature of the report closely, with the purpose of curing defects through prompt and earnest co-operation with the teacher.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
I. Health :—										
a. Is cleanly in person and dress										
b. Sits, stands and walks correctly										
c. Does well in physical exercises										
d. Plays games well with other pupils										
e. Does well in Hygiene										
II. Thrift :—										
a. Uses time to good advantage										
b. Keeps books and property in good condition										
c. Is careful in the use of materials										
III. Reliability :—										
a. Is trustworthy										
b. Secures consent before using the property of others										
c. Perseveres in spite of difficulties										
IV. Social Attributes :—										
a. Takes pride in his group and in the school										
b. Gives and takes criticism in a courteous manner										
c. Controls temper well										
d. Obeys promptly										
V. Clear Thinking :—										
a. Keeps to the point in answering										
b. Concentrates upon the point in hand										
c. Shows originality										

FIGURE 25

PAGE TWO, OF THE MONTHLY REPORT OF PROGRESS IN
CITIZENSHIP AND SCHOLARSHIP USED IN PRINCE
EDWARD ISLAND PUBLIC SCHOOLS

SCHOLARSHIP										
	September	October	November	December	January	February	March	April	May	June
English										
Composition										
Spelling										
Literature										
Grammar										
Writing										
Arithmetic										
Geography										
History and Civics										
Art										
Science or Nature Study										
Hygiene										
Music										
Physical Training										
Attendance :— Days absent										
Times late										
Honour Standing										
<p>Honour standing is awarded each month to pupils who are regular and punctual in attendance and whose conduct and industry are satisfactory. The winning of honour standing is a proof of thoroughly satisfactory conduct and effort on the part of the child, but it is not in itself a proof of proficiency or progress in studies.</p> <p style="text-align: center;">EXPLANATION OF MARKS</p> <p>A. Excellent. B. Good. C. Average. D. Fair. E. Unsatisfactory.</p> <p>Standing to be based on (1) class exercises, (2) teacher's estimation, and (3) short tests. The latter grades would correspond approximately to 90, 80, 70, 60 and 50 per cent.</p>										

FIGURE 26

PAGE THREE, OF THE MONTHLY REPORT OF PROGRESS IN
CITIZENSHIP AND SCHOLARSHIP USED IN PRINCE
EDWARD ISLAND PUBLIC SCHOOLS

methods of reporting vary with the town, city, or county unit. Figures 27 and 28 show pages two and three of this four page provincial form. Perhaps the only noteworthy feature of this report card is that it serves grades one to nine inclusive. Although the report card does not provide space for either parent's or teacher's comments, a very brief message to parents on page four, requests that parents consult the teacher at once if progress, as indicated on the card, is unsatisfactory.

Additional information regarding reporting procedures in St. John comes from Mr. T. W. Cushing, supervisor of Guidance and Attendance for that city. He states that the report cards being used in St. John have been in use for the past twelve years, with only two minor revisions during that time. However, Mr. Cushing indicates that report cards will come up for revision in the next year or two. In his comments upon the general features of the elementary report cards used by this city he has this to say:

You will notice that we use letter grades in the elementary school with no percentage equivalent. This is the result of a process of evolution from the percentage type of marking. We still insist that letter grades, where possible, be based on numerical marks. . . . On the two report cards for the elementary grades, you will note that no general standing of the year's average is given. This has been omitted deliberately, as we feel it virtually impossible to average letter grades.

CHARACTER BUILDING

	Oct.	Dec.	Feb.	Apr.	June			
1. COOPERATION Works and plays well with other children. Respects rights of others.								
2. RELIABILITY Respects public and private property. Takes pride in being trusted, keeps promises, is truthful.								
3. COURTESY Polite and considerate of others.								
4. INDUSTRY Works well and steadily. Not given to idleness.								
5. PROMPTNESS Obeys promptly. Does not keep others waiting.								
6. HEALTH HABITS Sits, stands and walks correctly. Keeps clothing, hands, nails, face and teeth clean.								
RATING: A - Good; B - Improvement noted; C - Improvement necessary								
ATTENDANCE	Oct.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Year
Days absent								
Times late								

FIGURE 27

PAGE TWO, OF THE PROVINCE
OF NEW BRUNSWICK PUBLIC
SCHOOLS REPORT CARD

SCHOOL WORK AND ATTENDANCE

SCHOOL WORK	Oct.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Year
Art								
Language								
Oral Reading								
Silent Reading								
Literature								
French								
Printing or Writing								
Spelling								
Arithmetic								
Social Studies								
Health, Nature or General Science								
Music								
General Shop								
Household Arts								
Home Work								
General Progress								
A - Excellent; B - Good; C - Fair; D - Poor								

FIGURE 28

PAGE THREE, OF THE PROVINCE
OF NEW BRUNSWICK PUBLIC
SCHOOLS REPORT CARD

III. NO PROVINCIAL REPORT FORM

Five Canadian provinces have no report forms issued by their Departments of Education. Instead each local system develops its own method of reporting. Such is the case in Saskatchewan, Manitoba, Ontario, Nova Scotia, and Protestant Quebec.

Saskatchewan. From Mr. H. Janzen, Director of Curricula for Saskatchewan comes the following information:

In Saskatchewan, the Department does not issue a report card for schools. Report cards are prepared locally, both in cities and in larger school units.

Manitoba. Mr. R. W. Lightly, Chief Inspector of Schools, for the province of Manitoba reports the following information regarding reports to parents:

The Department of Education does not authorize a form of school report which conveys a child's progress to the parents. Through the Text Book Bureau a report card for this purpose may be purchased. Only a few thousand of these are sold to school districts each year. This indicates that in most cases school districts obtain report cards from various suppliers.

Ontario. From the Department of Education in Ontario, Mr. S. A. Watson, Superintendent of Curriculum states that "no report form is issued by the Department of Education. Each local system develops its own methods of reporting."

Nova Scotia. Information concerning Department of Education reporting policies in Nova Scotia come from two sources. Dr. A. B. Morrison, Director of Curriculum and Research reports the following in regard to methods of reporting pupil progress to parents:

In Nova Scotia the form used for reporting to parents is determined by the local school authorities. Consequently, we have a great variety of forms of report cards.

Additional information in this regard comes from Mr. G. E. Perry, Director of Guidance with the Department of Education in Nova Scotia. He states that ninety per cent of the schools in Nova Scotia use a Provincial Cumulative Record Card from which each local school prepares its own take-home report cards. He goes on to say that:

While we envision a Provincial Report Card which may be used for all schools, we feel that reporting to parents is a very delicate and important function of the school which should be personalized as much as possible and must always take into consideration the many circumstances and factors which are peculiar to various localities. Our feeling at the moment is that if, and when, a Provincial Report Card is recommended for use in all schools, it will remit from a very gradual growth rather than from a systematic beginning.

Protestant Quebec. Mr. E. Owen, Director of Curriculum for the Department of Education in Quebec reports the following information:

No form for reporting to parents is supplied by

this Department to the Protestant schools of the Province. The various Boards follow different procedures, and each Board can adopt or make up a report form to suit its requirements.

General observations. In conclusion, there are several general observations that can be made in regard to Department of Education reporting policies in Canada. By far the majority of provinces do not agree with the idea of a compulsory reporting form issued by the Department of Education. In fact, almost one half of the Departments do not issue a provincial report of any kind. This means that there is a great variety of report cards and reporting procedures used in Canada today. This is quite in keeping with a general trend toward making the practice of reporting pupil progress to parents suit the particular conditions within a local situation and thus give consideration to the specific aims and objectives within that school system.

It is quite possible that the centralization of schools into larger units has made possible cooperative efforts to develop those reporting procedures which best meet the needs of a particular school or school system. This is a trend that is likely to continue, since many areas have not yet completed their programs of centralization.

CHAPTER V

REPORTING PRACTICES IN ALBERTA

I. GENERAL SURVEY RESULTS

The previous chapter deals only with Department of Education policies and practices of reporting pupil progress to parents. A much more complete survey was carried out to determine those practices which exist throughout the various school systems within the province of Alberta. On the basis of the information listed in the Alberta Teachers' Association Magazine of May, 1958, all school divisions, counties, cities, towns, and rural districts, as well as villages, were contacted by letter to determine their methods of reporting pupil progress and to obtain sample report cards. A total of 184 letters were mailed. The final results showed 139 replies, a 75.5 per cent return on the survey. The distribution of these replies is indicated in Table I. Although all correspondence was mailed to the secretary treasurers of the various school systems, replies came from three sources. The greatest number of requests were filled by the secretary treasurers, although in many instances the replies came from superintendents of schools. Several replies also came from principals

TABLE I

RESULTS OF ALBERTA SURVEY SHOWING THE TYPES
OF REPORT CARDS USED IN VARIOUS
SCHOOL SYSTEMS

DIVISIONS	FREQUENCY	PERCENTAGE
Provincial Reports Only	21	42.9
Provincial and Others	6	12.4
Others Only	20	40.8
No Reply	2	4.1
COUNTIES		
Provincial Reports Only	3	30.0
Provincial and Others	1	10.0
Others Only	5	50.0
No Reply	1	10.0
CITY DISTRICTS		
Provincial Reports Only	0	0.0
Provincial and Others	0	0.0
Others Only	16	94.1
No Reply	1	5.9

TABLE I (continued)

TOWNS	FREQUENCY	PERCENTAGE
Provincial Reports Only	7	16.7
Provincial and Others	1	2.4
Others Only	22	52.4
No Reply	12	28.6
RURAL DISTRICTS		
Provincial Reports Only	5	10.9
Provincial and Others	0	0.0
Others Only	24	52.2
Not Operating	2	4.3
No Reply	15	32.6
VILLAGES		
Provincial Reports Only	2	20.0
Provincial and Others	0	0.0
Others Only	4	40.0
No Reply	4	40.0

of large schools, to whom the requests were directed by secretary treasurers or superintendents of schools.

Use of Department of Education reporting forms.

One of the prime purposes of the Alberta survey was to determine the extent to which the provincial report card form is being used in this province. Table II indicates that thirty-eight school systems use only the provincial forms, and eight others use a combination of provincial forms in some grades, and their own forms in other grades. In those cases where both provincial forms and other forms are being used, the Division I provincial report form has been discarded most often, and the Junior High School form has been retained most often.

It is also significant to note that those school systems having the greatest school populations use only report cards which they themselves have designed. As indicated in Table I, all city school systems in this province, with the exception of one which was not heard from, use their own report card forms. Since the city which was not heard from is comparatively small in population, the survey results indicate that a very large percentage of Alberta students receive report cards which have been designed

TABLE II

COMBINED RESULTS OF ALL SCHOOL SYSTEMS
HEARD FROM SHOWING TYPES
OF REPORT CARDS USED

TYPE OF CARD	FREQUENCY	PERCENTAGE
Provincial Forms Only	38	27.7
Provincial and Others	8	5.8
Others Only	91	66.4

by the particular school system which issues them. On the other hand, widely scattered areas such as school divisions and counties, still use the provincial report form to a greater extent. The reason for accepting a provincial form or any standard report form appears to be linked with the geographic setting of the area in question. City schools, in which large numbers of teachers are within close proximity of one another, are able to have their teachers meet often with comparative ease and thus work together in an effort to solve such problems as improving reporting practices and designing report cards to suit their own particular needs. Conversely, the widely scattered school systems find it very difficult to have teachers meet often enough to be able to discuss common problems and then organize working groups in an effort to obtain the necessary solutions.

Although only a minority of the school systems in Alberta use the provincial report forms, a majority of the new or revised forms are basically similar to those issued by the Department of Education. The remainder of this chapter is devoted largely to a study of the various characteristics of 158 sample report cards which were received in answer to this survey

request. This number of sample report cards includes all of those used in grades one to nine inclusive, but does not include any provincial report card forms. The purpose of this analysis is to compare the characteristics of these new cards with those characteristics to be found on the provincial report forms and with those being used in other areas. These results may serve as an indication of what teachers and administrators in this province feel is important in modifying or devising report cards.

Of the 158 sample report cards received, 148 are specifically printed for the particular school system which uses them. The other ten report cards are commercial products purchased from various school supply centres. This may indicate a strong feeling toward having report cards designed to meet the particular needs or aims of a school or school system. This is quite in keeping with trends reported in literature today.

Marking symbols and rating scales. An important characteristic of any report card concerns the marking symbols and rating scales. Table III indicates that the five-point scale is used by 77.2 per cent of the report cards to show scholarship rating. This scale

TABLE III

FREQUENCY OF MARKING SYMBOLS AND RATING SCALES ON
158 ALBERTA REPORT CARDS NOT INCLUDING
THE STANDARD PROVINCIAL FORMS

SCHOLARSHIP RATING	FREQUENCY	PERCENTAGE
Letter Gradings with Percentage Equivalents	84	53.2
Letter Gradings with no Percentage Equivalents	45	28.5
Percentage Gradings	8	5.1
Percentages or Letters	4	2.5
Number Gradings	4	2.5
Other Symbols	6	3.8
No Gradings	7	4.7
Four Point Scale	9	5.7
Five Point Scale	122	77.2
Six Point Scale	4	2.5
Other Scales	6	3.8
No Scales	7	4.4

has likely been adopted from the provincial report forms although it is also generally recommended by such authorities as Traxler and Wrinkle. Table V, page 160 indicates that although a large majority of report cards use letter gradings, they also provide an evaluation key which attaches specific percentage ranges for each letter grading. Therefore, although letter gradings appear on report cards, these are usually derivatives of a definite percentage grading determined through testing by the teacher. It should be noted that the provincial report card forms do not provide percentage equivalents for their letter gradings. However, in actual practice, many schools do attach their own percentage equivalents to the letter gradings or use the percentage scale which is used by the Department of Education to equate grade nine final results.

Of the seven report cards which use no gradings, percentage or letter, on their report cards, three are for grade one use only; one is for use in grades one and two; one is for grades two and three; and two others are for use in Division I only. Each such report card contains sufficient space for the teacher to give a written account regarding achievement and progress in each subject. Some of the grade one cards merely ask for a written report on general progress. This is a

variety of the more informal letter type of report which is being recommended by some authorities to either replace or supplement the more formal report cards.

A few other report cards are of the check-type variety. In such cases a teacher is expected to place a check mark opposite one of several statements which best describes the academic achievement of that child. Thus, a teacher might be expected to check one of the following statements in regard to a student's achievement in arithmetic: Excellent work; Doing Satisfactory Work; Needs to Improve. In most cases, however, such statements are designed to indicate progress level rather than achievement.

The traditional percentage gradings are also being used to grade academic achievement. In most cases where percentage grades are given, the class average for each subject is also indicated. The greatest variation from the provincial report forms and those designed by various school systems comes in the symbols and scales used to mark personal and social growth. Although the provincial forms use a three point number scale, survey results, Table IV, show that the five point letter scale is most commonly found among the newly designed report cards. Another surprising feature of the sample cards is the fact that thirty-five

TABLE IV

FREQUENCY OF MARKING SYMBOLS AND RATING SCALES ON
158 ALBERTA REPORT CARDS NOT INCLUDING
THE STANDARD PROVINCIAL FORMS

PERSONAL AND SOCIAL GROWTH RATINGS	FREQUENCY	PERCENTAGE
Letter Gradings	79	50.0
Number Gradings	10	6.3
Check Type	17	10.8
By Comment	17	10.8
No Provision	35	22.2
Two Point Scale	10	6.3
Three Point Scale	19	12.0
Four Point Scale	30	19.0
Five Point Scale	40	25.3
Others	59	37.3

of these make no formal provisions for indicating personal and social growth. This is surprising because general trends in education today emphasize teaching the whole child and not only the academic.

Marking academic achievement. Table V, page 160, shows the great variation of marking scales used for reporting academic achievement. The greatest number of report cards use the five point letter scale with the percentage equivalents which are used by the Department of Education to evaluate grade nine results. However, this number accounts for only 27.2 per cent of the sample report cards. This indicates that there is still no large degree of agreement concerning the equivalent percentage or common meaning of letter gradings. Thus an H rating can have as narrow a range as 95 per cent to 100 per cent, or it can indicate a range as broad as 80 per cent to 100 per cent, and a D grading can indicate a mark lower than 60 per cent in some cases or a rating below 30 per cent in other cases. There is an equally wide range of percentage equivalents for the other letter gradings which are commonly used to indicate academic achievement.

Marking personal and social growth. There is actually even less similarity in symbols used to mark

personal and social growth than there is in reporting academic achievement. Table VI indicates the wide variety of symbols and scales which are used on the sample report cards studied in this survey. It is interesting to note that the symbols and scale for evaluating personal growth on the Alberta provincial report card forms do not appear on any of the newly designed report cards. Furthermore, the number of report forms using the three point scale is very limited.

Of the fifty-two report cards which do not make formal provisions for marking personal growth, a small number indicate that this should be done, when necessary, through written comments by the teacher. The other extreme, finds some report cards which list as many as twenty-four characteristics of personal development and social maturity to be evaluated each time the report card is issued.

Grade combinations. Table VII shows that there is a tendency to follow the grade combinations used by provincial report forms. Thus one report form is designed for grades one to three; another for grades four to six; and a third for grades seven to nine. There is also a tendency toward designing a separate, less formal report card which could be used by grade

TABLE VI

FREQUENCY OF MARKING SYMBOLS USED TO SHOW PERSONAL AND
SOCIAL GROWTH ON 158 ALBERTA REPORT CARDS NOT
INCLUDING THE STANDARD PROVINCIAL FORMS

SYMBOLS USED	FREQUENCY	PERCENTAGE
H (Excellent)	26	16.5
A (Very Good)		
B (Good Average)		
C (Fair, Improvement Needed)		
D (Unsatisfactory)		
A (Very Good)	6	3.8
B (Good)		
C (Fair)		
D (Not Satisfactory)		
A (Excellent)	2	1.3
B (Very Good)		
C (Good)		
D (Fair)		
P (Poor)		
E (Excellent)	9	5.7
V.G (Very Good)		
G (Good)		
F (Fair)		
P (Poor)		

TABLE VI (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
E (Excellent)	1	.6
V.G. (Very Good)		
G (Good)		
P (Unsatisfactory)		
V.G. (Very Good)	10	6.3
G (Good)		
F (Fair)		
P (Poor)		
V.G. (Very Good)	1	.6
G (Good)		
F (Fair)		
N.S. (Not Satisfactory)		
O (Outstanding Progress)	7	4.4
S (Satisfactory)		
U (Unsatisfactory)		
O (Outstanding)	3	1.9
S (Satisfactory)		
U (Unsatisfactory)		
I (Improving)		

TABLE VI (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
U (Unsatisfactory)	2	1.3
S (Satisfactory)		
S (Satisfactory Progress)	3	1.9
U (Unsatisfactory Progress)		
I (Improvement Shown)		
H (Highly Satisfactory)	3	1.9
S (Satisfactory)		
I (Improving)		
N (Needs to Improve)		
X (Unsatisfactory)	2	1.3
V (Showing Improvement)		
No Mark (Normal Development)		
E (Above Average)		
N (Not Satisfactory)	1	.6
S (Satisfactory)		

TABLE VI (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
Blank Indicates (Satisfactory Habit)	1	.6
X (Indicates Improvement is Desirable)		
V (Shows Normal Development)	1	.6
X (Is Improving)		
O (The Rate of Develop- ment Causes us Concern)		
No Mark Opposite any Trait Means that Trait is Satisfactory	1	.6
V (Improvement is desirable in Trait Checked)		
X (Improvement has been made During the Months)		
<u>Check</u>	1	.6
Satisfactory		
Improving		
Not Satisfactory		
<u>Check</u>	5	3.2
Satisfactory		
Needs to Improve		

TABLE VI (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
<u>Check</u> Doing His Best Is Improving Can Do Better	3	1.9
Only Those Which Show a Check "V" Apply to This Pupil	5	3.2
1 (Very Good)	7	4.4
2 (Good)		
3 (Fair)		
4 (Poor)		
1 (Excellent)	3	1.9
2 (Very Good)		
3 (Good)		
4 (Fair)		
5 (Poor)		
No Evaluation Scale or Marks	52	32.9

TABLE VII

GRADE COMBINATIONS FOUND ON 158 ALBERTA REPORT
CARDS NOT INCLUDING THE STANDARD
PROVINCIAL FORMS

GRADE OR GRADES	FREQUENCY
1	5
1 and 2	6
1 --- 3	17
1 --- 4	3
1 --- 6	9
2 and 3	3
2 --- 6	1
3 --- 6	4
4 --- 6	15
4 --- 9	1
7 --- 9	32
7 -- 12	10
No grade Specified	35
Elementary	16
Junior and Intermediate	1

one or grades one and two. The most common division of grades for reporting purposes comes at the end of grade six, since Junior High School subjects differ somewhat from those taken previously. Junior High School reports, in most cases, show a preference for actual percentage gradings. In other cases where letter gradings are used on Junior High School report cards there is a very marked tendency toward using the scale set forth by the Department of Education with regard to final results in grade nine.

Thirty-five report forms contain a blank space to indicate the grade for which they are being used. A very large percentage of these report cards appear to be designed for use in grades one to six. Other report forms labelled "Elementary" appear, in most cases, to be designed for use in grades one to three.

Frequency of issuing report cards. Table VIII indicates that the majority of report cards studied are designed to be issued four times during the school year. This frequency corresponds with the design of the Department of Education provincial forms. Very few report forms state definitely when they are to be issued. In most cases the columns are numbered to indicate the number of issues, but the actual date of issuance is

TABLE VIII

FREQUENCY OF ISSUE FOR 158 ALBERTA REPORT
CARDS NOT INCLUDING THE STANDARD
PROVINCIAL FORMS

FREQUENCY OF ISSUE PER SCHOOL YEAR	FREQUENCY	PERCENTAGE
Three Times	16	10.1
Four Times	99	62.7
Five Times	39	24.7
Monthly Progress Reports	4	2.5

usually decided within the school or school system. Those report forms being issued five times per school year sometimes point out that they are to be issued at two month intervals.

Additional items included in the printed forms. As shown in Table IX there is little agreement on what items, other than academic gradings should be included in a good report form. Total agreement is reached only with regard to leaving a space for the signature of parent or guardian. Most report cards include attendance, punctuality, comments by the teacher, certificate of promotion, a message to parents, and sub-headings for marking scholarship.

A total of twenty-seven report cards indicate the pupil's academic achievement on a comparative basis. This is usually done by having one column to show pupil's mark and a column next to it to indicate class average. The class average is usually given on a per subject basis, However, other report cards make provisions to indicate the student's standing in the class. One report form designed for use in grades three to six, offers the following information to parents in regard to comparative ratings:

Each report is divided into two columns--SM (Student's Mark) and SC (Standing in Class) or

TABLE IX

ITEMS INCLUDED ON 158 ALBERTA REPORT CARDS
NOT INCLUDING THE STANDARD
PROVINCIAL FORMS

ITEMS INCLUDED	FREQUENCY	PERCENTAGE
Attendance	155	98.1
Certificate of promotion	124	78.5
Class average	17	10.7
Comments by parents	95	60.1
Comments by teacher	150	94.9
Comparative rating other than class average	10	6.3
Conference at parent request	58	37.6
Conference at teacher request	6	3.8
Health record	6	3.8
Message to parents	105	66.5
Objectives and/or aims	7	4.4
Punctuality	146	92.4
Reading level	6	3.8
Separate grading for atti- tude in each subject	10	6.3
Separate grading for prog- ress in each subject	13	8.2
Signature of parent or guardian	158	100.0
Subheadings for citizenship	63	39.9
Subheadings for scholarship	108	68.4

CA (Class Average). The purpose of the second column is to show the parent the achievement of his child. Without comparison, marks in themselves may not provide all the information required for fair evaluation.

Another method which is used on several report forms for showing comparative marks in academic achievement is explained in the following message to the parents taken from one sample report card:

The system of grading which has been used on this report is intended to give you as much information about your child's achievement as possible, as well as a general idea of his achievement in relation to class achievement.

The numbers under each letter grading show the number of students who gained that grading in the class. Your child achieved the grading which is circled. His effort is also shown, by a number. This should be a 1 or a 2, since a 3 indicates that little or no effort is being made.

Suppose for example that in a particular arithmetic class of 14 pupils the gradings were distributed as follows: H--1, A--3, B--6, C--3, D--1, and suppose that your child had received an A grade. Let us also suppose that his effort in school work was good. Then his report for this subject would look like this:

Subject	Gradings	No. In Class	Student Effort
	H A B C D		
Arithmetic	1(3)6 3 1	14	1

Although space is often left on report cards for comments by parents or teachers, this is usually very limited. Only those report forms which contain

several pages within a booklet, actually leave space for more than one or two short sentences. Generally, more space is left for teacher comments than is left for parent comments.

Conferences are being used to supplement rather than replace report cards. Some report cards make specific provisions indicating that a conference is desired by either the parent or the teacher. Other report cards carry a general invitation to the parents inviting them to a conference whenever they feel that there is a need for one. More emphasis is being placed upon conferences with parents who have children in the primary grades than at any other level. Some report cards state that a conference will be held to replace one issue of the report card, usually the first. In some schools attempts are being made to have one-half of a school day set aside for conferences while the children are sent home. In other cases conferences are being held in the evenings, often in conjunction with the Home and School Association. However, in the great majority of cases, if conferences between the teachers and the parents are being held, they are usually arranged by special request when the need arises.

The health record containing the traditional height and weight charts are becoming a thing of the

past as far as the report card is concerned. This is an item which has been taken over almost completely by the school nurse, who sends a special report to the parents when necessary.

A majority of the report cards studied, carry an item labelled "To The Parents." In most cases this message comes from the superintendent of schools, but in other instances it comes from the principal, or is left unsigned. The content of the message usually deals with one or more of the following items:

1. The object or purpose of the report.
2. Invitation for parents to interview the teacher or principal when necessary.
3. Request to sign report and return promptly.
4. Request for parent cooperation with the school.
5. Aim or aims of the school.
6. Attendance and punctuality.
7. The necessity for good health and good physical condition.
8. Good reading habits.
9. Homework.
10. Importance of joining the Home and School Association.

Very few report cards list the aims or objectives of the school as a separate item. Instead, this is

usually included, in general terms, as a part of the message to parents. In both cases, the wording is somewhat alike. One report card states the following:

OUR AIM

It is the aim of the school to help your child become a good citizen, prepared to lead a happy and useful life. To this end the school is concerned with his all-round development. Your child is provided with an opportunity to develop his individual gifts and to become well adjusted socially. He is encouraged to develop good habits, attitudes, and ideals, and to acquire knowledge and skill in the regular school subjects in keeping with his abilities.

Another report card includes the following as a part of its "Message to Parents."

The aim of the school is to provide a rich environment in which the child may develop socially, physically, and mentally with children of his own age, to establish attitudes of cooperation and responsibility, and to develop efficient personal habits.

It is our belief that the health habits, attitudes, and social tendencies of the pupil largely determine his learning ability and ultimate success in life. The school emphasizes these items, and seeks the cooperation of all parents in developing these important tendencies.

Reading level is indicated on only a few report cards designed for use in grades one, two, and three. One type of report card lists the number of reading levels per grade and then leaves three blanks in which

the teacher may indicate the grade and the level of reading for a particular child as indicated below:

<u>Number of Reading Levels per Grade</u>	<u>Reading Reads at This Level</u>
Grade 1 = 3	Grade_____ Level_____
Grade 2 = 2	Grade_____ Level_____
Grade 3 = 2	Grade_____ Level_____

Another type of report card actually lists all of the Basic Readers being used in grades one, two, and three and also gives the number of pages contained in each book. The teacher is asked to use a check mark to indicate those readers which the child has completed during the year and also to indicate the page number of the book being used at the time when the report card is issued. Other report cards indicating reading level use a manner very similar to the two which have just been described.

There is an attempt being made by some school systems to design a report card which not only shows the academic grading but one that also indicates the progress or attitude of the child with regard to each subject. In such cases the academic rating is sometimes followed by another rating to show progress or attitude. In other cases, the grading for academic achievement is followed by a check to indicate that

the student is either "doing his best," "is improving," or "can do better." This is no doubt an attempt to conform with current trends in education which state a child should be graded according to his own ability.

Subheadings are commonly used on report cards in an attempt to better evaluate personal and social growth. In some cases, such as the following, subheadings are used as an explanation of the one item to be graded or each is intended to be graded separately.

Work Habits

1. Is industrious, completes tasks, uses time profitably _____
2. Does written work neatly and legibly _____
3. Keeps books and desks tidy _____
4. Works up to his level of ability _____
5. Practices good study habits _____
6. Comes to class with all materials ready to go to work immediately _____
7. Perseveres in spite of difficulty _____

The number of subheadings ranges from two to seven and these vary tremendously in their wording, even though they are evaluating the same heading. In fact, the number of personal and social characteristics to be evaluated varies greatly in both content and number.

The variety of subheadings used to mark scholarship is shown in Table X, page 170. As the Table indi-

cates, there is a remarkable range of subheadings under any one subject. This might indicate that the objectives or outcomes for each of these subjects have never been generally defined and agreed upon.

General characteristics. The report cards studied in this sampling differ widely in their physical make-up. They range from the one page traditional type of report card to the more modern twelve page booklet. The booklets themselves vary in size from approximately four inches by six inches to six inches by eight inches, whereas the single page report cards vary in size from five inches by seven inches to eight inches by fourteen inches. The paper used in making these report cards varies from ordinary mimeograph paper to a very good grade of glossy manilla. Some report cards have been hand printed and reproduced on local mimeograph machines, whereas many others have been done by professional printers. Although a good many of the report cards use white paper, others use colors such as pink, yellow, green, blue, and buff. Very few cards contain picture illustrations but some do have either a picture of their school or crest upon the cover of the booklet. Although very few report card envelopes were received with the sample cards, it appears that a majority of

the cards are designed for use with an envelope but others are sufficiently durable and so constructed as not to require them. In only one case was there a handbook or set of directions for teachers to follow in filling out the particular report cards used by that school system. In only one case was there a copy of a special supplementary report included as part of the school's reporting system. However, it is quite possible that other schools or school systems may possess handbooks or supplementary report cards which have not been made a part of the sample report cards received in this survey. Furthermore, it is quite possible that there is a fair degree of variation in the reporting practices from school to school as well as from one school system to another. Such differences as might occur from school to school within a given school system have not been studied in this survey.

CHAPTER VI

REPORTING PRACTICES IN THE UNITED STATES OF AMERICA

I. GENERAL SURVEY RESULTS

Since most of our literature on report cards comes from the United States, it is natural to assume that the report cards used in that country would reflect some of the new trends about which many articles have been written. This survey, therefore, included the United States in an effort to obtain sample report cards which might bring with them some of the new ideas which are in actual practice at the present time. It is, however, exceptionally difficult to survey a nation whose educational policies in regard to report cards are very highly localized. Although several sources were contacted with regard to obtaining sample report cards, these were finally discarded in favor of a collection of sample forms received from the Research Division of the National Education Association in Washington, District of Columbia. Originally this collection was accumulated by the Research Division for its own use. The entire packet of sample report cards is classified as being from representative school systems in the United States. The entire collec-

tion of sample cards received, totalled about eighty. However, a number of these forms are designed for use in kindergarten and have been discarded for purposes of this survey. All other reports, seventy in number, are for use in various grades or grade combinations from one to nine inclusive. Although the actual number of samples used for survey purposes in this chapter is comparatively small, the tabulated characteristics may be of some value because these few report cards have been selected and are therefore a representative collection from the entire United States of America. Furthermore, an analysis of these American report cards is being included for the purpose of presenting new ideas regardless of the frequency with which they may be used. An analysis of these report cards will also serve as a basis for comparison with those characteristics studied in the Alberta survey.

Academic marking scales and symbols. Table XI, page 179, indicates that there is a wide range of marking scales and a considerable variety of marking symbols being used in American report cards. In fact, there are thirty variations of marking scales found on a total of seventy report cards. This table also indicates that the five point letter scale is most commonly accepted

on American report cards just as it is in Alberta. Unlike Alberta, however, the letter "H" is almost entirely absent from use as any kind of symbol on American report forms. Also unlike Alberta, the American survey results show that percentage equivalents for letter gradings are very rarely used by themselves to indicate academic achievement. Next to letter gradings, the check-type report card is quite popular in the United States. About twenty-four per cent of the sample cards studied were of the check-type variety. Another seven per cent of the American report cards use the letter form and give no gradings for academic achievement. The letter-form report cards are designed almost entirely for use in grade one and nowhere are they used above grade two. In grades above two, letters or comments by the teacher are used to supplement rather than to replace the more formal type of report card.

Another interesting feature of the marking scales and symbols as they appear on the American report cards is that these symbols are often closely linked with the school's promotion policy. The words "failure" or "passing" are often in the explanation of letter grades. The word "failure," with regard to Alberta report cards has become almost extinct and instead a child is asked

to "repeat" or "continue" his grade if his academic achievement is too unsatisfactory. In the United States' report cards, such statements as "E"; failure, lacking necessary progress for promotion; or "Any grade lower than "D" will not be honored by promotion," are quite common.

The American symbols and marking scales are generally more specific in regard to the basis of their standards. In the explanation of letter marks there is a tendency to state whether these marks are based on grade level, the average for the class, or the child's own ability; or whether it is based upon the child's own progress. Most commonly, marks are based upon what is considered satisfactory work at a particular grade level and this is stated right on the report card. Although there is some controversy as to the particular basis to be used for marking, it is generally accepted that such a basis be made clear when the objectives of the school are determined. In only one case, academic ratings are given two separate marks; one based on curriculum requirements and the other on the ability and effort of the student. This is a type of report card which is often mentioned in literature as being desirable but apparently is not widely used in actual

practice. The problem of rating ability accurately has not yet been accomplished and therefore such a rating is not often reported to the parents.

Marking symbols used for rating personal growth.

The main tendency, as indicated in Table XII, is to mark personal growth with the same symbols and rating scales which are used to mark academic achievement. This is especially true of check-type report cards. In other cases where letter symbols are used to show academic achievement, the check-type method is used to evaluate personal growth. Still other reports use either a two, three, or four point letter evaluation scale with the three point letter scale being most popular. In no cases are numbers used as symbols of evaluation for either the personal growth or academic achievement. It is also significant to note that almost one quarter of all the sample American report cards make no provisions for rating a child's personal or social growth. Some of the report cards which do not make provisions for personality ratings, state that unusual or noteworthy developments in this regard should be made the subject of a special letter to the parents. Such a policy has likely developed from the fact that there is very little agreement regarding those personality traits which should

TABLE XII

FREQUENCY OF MARKING SYMBOLS USED TO SHOW
PERSONAL AND SOCIAL GROWTH ON 70
AMERICAN REPORT CARDS

SYMBOLS USED	FREQUENCY	PERCENTAGE
A Very Commendable	1	1.4
B Satisfactory		
C Shows Improvement		
A Excellent	1	1.4
B Good		
C Fair		
F Unsatisfactory		
E Excellent	5	7.1
S Satisfactory		
U Unsatisfactory		
S Satisfactory	1	1.4
U Needs to Improve		
No Mark No Comment		
S Satisfactory	1	1.4
U Unsatisfactory		
S Satisfactory	2	2.9
N Needs Improvement		

TABLE XII (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
† Pupil Excels	1	1.4
0 Much Need of Improvement No Mark means Satisfactory		
† Special Commendation	3	4.3
* Improvement Needed No Mark means no need for Special Comment		
† Outstanding	2	2.9
No Mark means Satisfactory — Needs Improvement		
† Points of Special Excellence	1	1.4
* Habits Needing Improvement		
This Mark (*) is placed Opposite to Trait to Which Attention is Called	5	7.1

TABLE XII (continued)

SYMBOLS USED	FREQUENCY	PERCENTAGE
A Check (✕) denotes Commendable Traits	1	1.4
No Check denotes Habits should be Improved		
No Check (✕) indicates Satisfactory	3	4.3
A Check (✕) indicates Weakness in the Trait		
I Indicates Improvement		
Same Symbols and Scale as Used for Academic Achievement	26	37.1
No Provisions	17	24.3

be evaluated. There is actually very little similarity in the traits which are evaluated by those report cards which include such information. The situation as revealed by the survey of Alberta report cards is somewhat the same since about twenty-two per cent of the sample cards studied do not make provisions for marking personal and social growth. Similarly there is very little agreement among Alberta report cards as to the traits which should be evaluated. Personal growth and the methods of evaluating it for reporting purposes are two phases which have found little agreement among those who are responsible for designing report cards.

Grade combinations. Table XIII indicates the various grade or grade combinations for which any one particular reporting form is designed. As is the case in Alberta, the Junior High School grade combination is used most often. There is also a tendency among American report cards to have a special report card for grade one, grades one and two, or the primary grades. About one quarter of those report cards studied, do not specify any particular grade. Instead, these cards contain a blank opposite the word "grade" and this is left for the teacher to fill; in accordance with the grade in which they are being used. Some cards are designed

TABLE XIII

GRADE COMBINATIONS USED ON 70
AMERICAN REPORT CARDS

GRADE OR GRADES INCLUDED PER SINGLE CARD	FREQUENCY
1	2
1 and 2	6
2 and 3	1
3	1
4	1
1 to 6	3
3 to 6	2
4 to 6	2
5 and 6	1
3 to 8	2
7 and 8	2
9	1
9 to 12	1
Primary	6
Elementary	4
Upper Elementary	2
Intermediate Grades	4
Junior High	12
No Grade Specified	17

for use in as many as six grades whereas others are to be used in only one grade. In only two cases do the same cards serve both Junior High School and grades below that level. In other grades there does not appear to be the same sharp separation between Divisions one and two, as there is between Division two and the Junior High School. The case in Alberta shows a much clearer division of report cards which are designed to suit each of the three Divisions in the elementary school system.

Frequency of issue. As indicated by Table XIV this is one area in which there is a considerable amount of agreement. As is the case in Alberta, the majority of the American report cards are designed to be issued four times per school year. It is surprising to note that all of the American cards studied are designed for issuance three, four, or six times per year. However, the variation which is permitted by many of the American school systems is to issue supplementary progress reports when they are required. Some school systems also provide for special progress reports in reading which could be issued as often as once a month if desired.

Items included in American report cards. A great many items are included in the report card samples.

TABLE XIV

FREQUENCY OF ISSUE FOR 70
AMERICAN REPORT CARDS

FREQUENCY OF ISSUE PER SCHOOL YEAR	FREQUENCY	PERCENTAGE
Less than Three Times	0	0.0
Three Times	10	14.3
Four Times	42	60.0
Five Times	0	0.0
Six Times	18	25.7
More than Six	0	0.0

Those most commonly found are indicated in Table XV. Other items which are perhaps found only seldom or not at all are included for the purpose of comparison with Table IX, page 109, regarding Alberta report cards and the items which they contain.

The greatest point of agreement, other than the reporting of academic achievement, is for American report cards to include a "message to parents." In forty-five cases, the message comes from the superintendent of schools. In eleven other cases the message comes from the principal of the school, and the remaining six report cards leave a blank, following the message, to be signed by the classroom teacher. The content of the message usually deals with one or more of the following items:

1. Purpose of the report card.
2. Invitation to parents to discuss the child's progress with his teacher or principal.
3. Aims of education in the school.
4. The necessity for close cooperation between the home and the school.
5. The number of times the report card is issued during the school year.
6. The necessity for regular attendance.
7. A guide to the interpretation of marks found on the report card.
8. An explanation of how the abilities and learning rates of children differ and the danger of comparing the marks of one student with those of another.

TABLE XV

ITEMS INCLUDED ON 70 AMERICAN
REPORT CARDS

ITEMS INCLUDED	FREQUENCY	PERCENTAGE
Attendance	52	74.3
Certificate of Promotion	48	68.6
Class Average	0	0.0
Comments by Parents	24	34.3
Comments by Teacher	34	48.6
Comparative Rating other than Class Average	1	1.4
Conference at Parent Request	5	7.1
Conference at Teacher Request	8	11.4
Health Record	11	15.7
Message to Parents	62	88.6
Objectives and/or Aims	12	17.1
Punctuality	51	72.9
Reading Level	7	10.0
Separate Grading for Attitude in Each Subject	3	4.3
Separate Grading for Progress in Each Subject	5	7.1
Signature of Parent or Guardian	54	77.1
Subheadings for Citizenship	39	55.7
Subheadings for Scholarship	31	44.3

9. A request for parents to study the report carefully and thoroughly before signing it which acknowledges receipt and not necessarily approval.

10. The importance of character development as well as scholastic attainment.

Such messages to parents are most commonly found on the first page of the report card or booklet.

Next in order of frequency are such items as a space for the parent's signature, record of attendance, and an indication of the child's punctuality. Although it is somewhat difficult to visualize a report card which does not specifically require a parent's signature, sixteen such report cards are contained in the American sample cards. It will be recalled that every report card studied in the Alberta samples requires a parent's signature with each issue except the last.

Slightly over two-thirds of the report cards studied in this section make some provisions for indicating grade promotion or assignment. Very few of the report cards actually have the more elaborate certificate of promotion which is common on most Alberta cards. Instead, these cards usually leave a blank space to indicate grade assignment for the coming school year. Very few of the report cards actually require a teacher's signature to accompany the grade assignment. In only a few instances, space is provided for the teacher to

point out reasons in case of non-promotion.

Subheadings for citizenship. Alberta report cards show far less agreement regarding headings and subheadings for citizenship than do the American samples. The one heading which is found most commonly as a part of the citizenship evaluation on the report forms from the United States is "Work Habits." In fact, about four-fifths of the sample cards which use subheadings for citizenship include "Work Habits" as one of the headings. The following subheadings are most common under the heading of Work Habits:

1. Listens attentively
2. Follows directions
3. Works independently
4. Completes work undertaken
5. Uses spare time to good advantage
6. Works orderly and neatly
7. Begins work promptly
8. Keeps mind on work at hand
9. Has pride in good work
10. Takes part in group activities

Another heading which is commonly found and subdivided is "Social Habits and Attitudes." The subheadings most commonly listed under this heading are as follows:

1. Works and plays well with others
2. Respects the rights and property of others

3. Is courteous in speech and action
4. Respects authority and regulations
5. Assumes responsibility
6. Is friendly and cheerful
7. Has self control
8. Makes and keeps friends
9. Accepts constructive criticism
10. Offers good suggestions

Only one other heading appears quite regularly in marking personal growth. This heading is usually listed as "Health and Safety" and most commonly includes some of the following subheadings:

1. Keeps self neat and clean
2. Maintains good posture
3. Obeys health rules
4. Practices safety rules
5. Appears rested and alert
6. Keeps hands and materials away from face
7. Progress not hindered by frequent absence
8. Has a handkerchief and uses it

Beyond the three headings and their subheadings just dealt with, there is very little similarity regarding those items which should be evaluated when personal and social growth are considered. The number of subheadings varies from two or three to about eight. However,

these headings are usually limited to the three already mentioned plus one or two others in some cases. Each subheading receives its own grading and never are there several subheadings grouped together. Thus the American report cards show a fairly definite agreement in regard to marking personal progress.

Comments by teacher or parents. It is more common to find space left for teacher comments than it is for parent comments. Except for those informal report forms which do not give gradings for academic achievement, the space for comments by either teacher or parent is quite limited. As shown on some report cards, additional space can be made available to the parent or the teacher by simply attaching a plain sheet of paper to the card. In many other cases the parents are invited to come to the school for a conference. However, almost one-half of the American report cards studied do provide some space for comments by the teacher, and approximately one-third of the cards provide space for parent comments.

Aims and objectives. Although aims and objectives are considered a very important part of report card development, they are not often indicated on the

report card. As shown in Table XV, page 131, only seventeen per cent of the American cards studied actually state their aims or objectives. An example of specific aims being listed on the report card is found in the following quotation taken from a primary school report Form:

AIMS AND ACTIVITIES

- - -

In our schools we believe we should:

1. Take our share of responsibility;
2. Consider the rights of others;
3. Practice self control;
4. Be courteous, cheerful, and agreeable.

Whether we are working alone, or with a group we try to:

1. Think clearly what it is we are planning to do;
2. Do our work promptly;
3. Waste no materials;
4. Finish our task.

We believe that we can work and play happily if our bodies are well and strong. So we try to:

1. Be clean always in all ways;
2. Sit and stand upright;
3. Exercise and sleep where there is fresh air;
4. Eat wholesome and nourishing food regularly;

In most cases, however, the aims and objectives are included rather generally in the message to the parents.

Health record. Although this item still appears on approximately fifteen per cent of the American report

cards, it is limited almost entirely to a record of height and weight.

Request for conference. Not many American report cards provide space for the parent or teacher to request a conference. However, very few of these report cards do not include such an invitation somewhere within the content of the card. In most cases the "message to parents" welcomes parents to arrange for a conference with the principal or teacher. Nevertheless, there is little doubt that the method of specifically requesting a conference by either the teacher or the parent would result in a greater number of conferences. Unless invitations are made specifically, visits do not often occur regardless of the purpose for which they are designed.

Reading level. Ten per cent of the American report card samples indicate the reading level of the child at the time when the report is issued. The reading level is usually indicated by filling in a blank to point out this exact information. In other cases the required readers for the grade are listed and the child's gradings are scored in the blanks opposite this level. Such a method would not enable the teacher to signify the reading level if it was a grade above or below the

grade placement of the child. Still another method of indicating grade level makes it possible not only to show the reading level, but also the curriculum level in all academic subjects. Opposite each subject is a space to indicate level according to the following standards:

Three levels of curriculum in all constant subjects are provided as follows:

1. Advanced level--designed to meet the needs of students who will profit most by taking work at this level. Regents examinations are given at this level (if provided), otherwise teacher-prepared examinations. The distinction between the regular and advanced levels for the subject materials is in quality rather than quantity.

2. Regular level--designed to meet the needs of the majority of students. Teacher-prepared or Regents examinations are given at this level.

3. Practical level--designed to meet the needs of students who will profit most by taking work at this level. Teacher-prepared examinations are given. Ordinarily this level does not meet the requirements for entrance to Regents examinations.

Note: Registration in a class at any level does not necessarily mean permanent placement.

Grading attitude and progress. Several of the United States report forms make provisions for a separate grading in attitude or progress for each subject. This is accomplished by providing a separate and additional column to the one in which general academic ratings are scored. Other report cards attempt only to

evaluate attitude or progress as one over-all grading for each issue of the card. Still another report form contains a page called "Progress Graphs," a portion of which is shown below:

PROGRESS GRAPHS

The teacher will place an (x) on the lines below to indicate the degree of progress and effort. The graphs then picture the relationship between progress and effort as shown by the child.

FIRST REPORT

Progress	<hr/>			
	poor	average	good	excellent
Effort	<hr/>			
	poor	average	good	excellent

Comparative ratings. In only one of the sample report cards from the United States is there any indication of the child's achievement being marked on a comparative basis. Unlike Alberta which shows a slight tendency toward using class averages as a basis for comparative ratings, not one of the United States report forms is designed to show class average. In fact, only one American report card sample makes any attempt to show the pupil's achievement on a compara-

tive basis. A portion of this card is shown below.

In SCHOOL SUBJECTS the teacher marks on the basis of your child's rank in terms of the average pupil's achievement in the grade.

1st Report Period			
	Above Grade Level	At Grade Level	Below Grade Level
Reading			
Language			
Spelling			
Writing			
Social Studies			
Natural Science			
Arithmetic			
Music			
Art			
Physical Education			

In most cases, however, American report cards not only omit comparative ratings in their design but quite specifically state that such a policy is undesirable. The following comments taken from the sample report cards represent the attitude currently displayed against the philosophy of comparative ratings.

The purpose of this report is to show your child's growth and to encourage him in his progress. It is not intended to compare the work of one child with that of another.

Ratings are based upon effort and ability of the individual pupil, and not on comparison with the

progress of other pupils in his group.

This report has been thoughtfully prepared to inform you of the progress of your child in school. It recognizes the principle that no two children are exactly alike. What would be commendable for one child might not be for another. To help you understand your child's needs this report indicates his progress in relation to his ability.

No report on progress should be used to compare one child with another, since children develop different ways and at different rates.

This report has been thoughtfully prepared by the teacher to inform you of the progress of your child in school. It recognizes two basic principles of child growth; (1) that no two children are exactly alike, and (2) that the capabilities of a child should be considered in any evaluation of pupil progress.

Thus it is quite apparent that comparative ratings based upon anything other than the child's own capacities and abilities are not desirable. However, a large number of the sample report cards from the United States indicate academic achievement in terms of curriculum requirements for a particular grade. The main opposition to comparative ratings comes from comparing the results of one child with those of another.

Subheadings for scholarship. As indicated in Table XV, page 131, forty-four per cent of the American report card samples are designed to show from two to twenty-four subheadings in regard to one particular academic subject. Even where subheadings are found,

there is usually a general subject grading given in addition to separate gradings for each subheading. This indicates a general trend toward analyzing subjects in an effort to provide more accurate information concerning strengths and weaknesses. Figure 7, page 44, is an excellent example of a report card which is designed to analyze subjects in terms of the basic skills which are required for their mastery.

Table XVI, page 187, indicates the various subheadings which are found on the sample report forms received from the United States. These subheadings are in reality the objectives which educators feel are important in order to master the subject material. From this it becomes quite evident why the authorities on report cards place so much emphasis upon the establishment of goals and objectives as one of the first steps in designing new report cards. It is not enough to simply report that a child is a "B" or a "C" student in reading or some other subject. The purpose of the report card is to communicate between the school and the home. How inadequately some reports serve this function can be illustrated by the following story:

A young school teacher, Miss Jones, walked into a doctor's office and requested that she be given a complete physical check-up. After going through the complete process (examinations, blood count, X-rays, etc.), the doctor announced that he had finished his

examination. Miss Jones, being naturally concerned, asked the doctor about the state of her health. The doctor replied, "Miss Jones, your grade is a "B".¹

General characteristics. There is a wide variety of report cards when viewed in terms of their physical characteristics. The samples include some report cards which could be classified as traditional, others which are the more modern check-type, letter form, or graph-type. Thus the report forms vary from a one page card to a twelve page booklet. In size they vary from a four inch by six inch card to a seven inch by nine inch booklet. Although about one-half of the sample cards are white with black print, others are yellow, green, pink, blue, orange, and buff in color. Many of the primary cards are not only colorful but also illustrated usually with pictures of groups of children playing together or on their way to school. The cards for older children often contain a picture of the American flag together with the flag salute.

In only one instance was a parents' handbook for report cards received. This is a four page booklet which is shown in its entirety in Figures 29 and 30. It is quite possible that other school systems may issue such handbooks to either parents or teachers even though they were not included in the sample card collection.

A grade of "U" does not necessarily indicate failing but does indicate that something is wrong. Either the child is not working up to his ability or the work of the grade is too hard for him, or he is not making the effort he should. A "U" on your child's card is a request that you come to school for a conference with the teacher at once so that you can both work together to consider possible remedies and to encourage him to make a greater effort toward improvement.

Attendance

Regular and punctual attendance are most important habits to acquire. It is very important to the security of the child that he attend school regularly and be prompt in getting there. A child who maintains regular school attendance will adjust more easily to the school pattern and is more likely to be interested in the activities which go on there. Learning is more easily acquired where there is live interest.

Supplementary Reports

An occasional extra report sheet may be sent out by the teacher either to note outstanding abilities or special weaknesses where the child needs help both at home and at school.

A plus (+) after an item indicates that the child is doing well in the item so checked. A minus (—) would indicate that the teacher feels you should know the problem and would appreciate your help in solving it.

Parents' Handbook FOR USE WITH THE Pupil Progress Report



TO PARENTS

Your child is bringing home a new report card today. It has been worked out carefully and thoughtfully by a committee of teachers and parents who believe that a report card is for the purpose of giving you a picture of the growth of your child.

The teacher has given much care and thought to estimating your child's ability, his effort, and his achievement. We hope you will discuss the marks with your child and his teacher. You and the teachers working together can help your boy or girl to grow and develop the character, understandings and the skills which are essential to good citizenship in this country of ours.



Anderson Public Schools
Anderson, Indiana

FIGURE 29

PAGES ONE AND FOUR, OF PARENTS'
HANDBOOK FOR USE WITH THE
PUPIL PROGRESS REPORT

Philosophy of the Progress Reports for Children

A report card is a message from the school to the parent. It tells the parent how the child is growing.

There are two ways in which the child's school growth is shown. These are character development and scholarship attainment. Character development is of greater importance because in a democracy the first need of people, children, and grown-ups, is to live well with others. Scholarship is of next importance because growth in scholarship means growth in use of the skills and in desirable appreciations which the child needs for further learning and living.

A teacher and parent, working together, should strive for understanding and insight into the personality of the child and cooperate to help him reach the highest development of which he is capable.

Thus we become concerned with the development of the whole child, his intellectual, emotional, physical, and spiritual growth.

Citizenship and Health

The record of citizenship and health is included on the report card as well as the record of scholarship. Social and personal habits are of such importance that they cannot be over-looked in the education of the child.

Good health habits are of utmost importance, for good health is the foundation of a full, useful, happy life.

Scholarship

It is necessary that a child attain a certain mastery of skills along with knowledge at each grade level to progress normally through the elementary schools.

Another essential in the education of a child for democratic living is the ability to think independently. Conditions at home and at school should be such that a child would be encouraged to attain these goals within the limits of his abilities.

Grading Code

In keeping with the philosophy of the Anderson Public Schools, the grade code used on this card evaluates your child's progress in terms of his ability and discourages any comparison between the work of one child and another.

A grade of "S" indicates that the child is progressing normally and is doing his best on the basis of all we know about him.

A grade of "H" indicates that he grasps the work easily and is doing his best to get all he can out of it.

A grade of "L" indicates that he is trying but is progressing slowly.

(OVER)

FIGURE 30

PAGES TWO AND THREE, OF PARENTS'
HANDBOOK FOR USE WITH THE
PUPIL PROGRESS REPORT

Another feature of the American system of reporting is the use of supplementary reports. These are issued in addition to the regular report cards. Three such supplementary reports were included with the sample report cards. The use of supplementary or advisory reports has been discussed in Chapter III.

FOOTNOTES--CHAPTER VI

¹F. E. Harris, "What About Current Practices in Grading, Promoting, and Reporting to Parents?" Understanding the Child XXIII, No. 2, (April, 1954), p. 41.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In general, reporting procedures continue to be a good deal more conservative and traditional than might be inferred from reading some of the articles in current literature purporting to set forth newer practices. Although the traditional methods of reporting pupil progress have been under fire for many years there is little to indicate any major changes in this regard. However, by observing the current trends and comparing these trends with their own report cards some educators may get new ideas and bring about more worthwhile changes in reporting. If teachers and administrators will re-examine their present report forms they may learn that their report cards no longer serve the aims of present-day education.

The following summary indicates the general trends in today's report cards as revealed by the findings of this study.

1. Increasing experimentation is taking place within many school systems. The use of a standard,

mandatory report card for an entire province or state is disappearing.

2. A wide variety of report cards and techniques of reporting is in use today. Traditional report cards, check-lists, parent-teacher conferences, informal letters, and supplementary reports are all common methods of reporting.

3. The traditional report card, supplemented by ratings for personal growth, is most commonly used to report pupil progress to parents. The check-list is gaining popularity, especially in the United States.

4. Almost one-quarter of all the report cards obtained for this survey make no provisions for marking personal and social growth. The school systems using such report cards have either retained or reverted to the more traditional report forms.

5. The five point letter scale is most commonly used to mark academic achievement. In Alberta these letter gradings generally denote specific percentage ranges, whereas American report cards very seldom use percentage equivalents. There are still a number of school systems which use percentages in preference to other scales.

6. The five point letter scale is most commonly

used to mark personal and social growth but other scales are quite prominent. Various forms of check-lists are often used to mark personal growth.

7. Report cards are generally issued four times within the school term. In some cases one issue of the report card is replaced by a parent-teacher interview but usually the interview supplements rather than replaces the report card.

8. There is a trend toward designing report cards to suit a specific grade rather than several grades. The primary level in particular indicates that report cards are being designed for one or two grades. The Junior High School grades are generally served by only one report form which is usually distinct from those cards used below that level.

9. There is a slight trend toward the reporting of pupil progress in relation to ability or effort. Such practices are most commonly found in the United States although some Alberta schools give one overall rating for effort.

10. There is a very noticeable breakdown of subjects and traits into several subdivisions. There is little agreement in regard to the subdivisions to be

used for each subject or trait. A separate grading is usually given for each subheading.

11. Some noteworthy attempts are being made in some of the more recent report cards to analyze and diagnose a pupil's achievement in terms of his strengths and weaknesses,

12. Space for comments by the teacher and another for parents is quite common. Such space is usually far too limited.

13. The problem of reporting is closely associated with evaluating and marking practices.

14. There is little to indicate that report cards may be replaced by newer techniques of present day reporting. Instead, such developments are generally designed to supplement or improve the report cards which are in use.

II. RECOMMENDATIONS

The following recommendations for developing effective reporting procedures are made because not only do they seem consistent with trends reported in literature but they have, as well, been successfully applied in practice.

1. Each school or school system must develop its own reporting practices based on its own educational philosophy.

2. Administrators, teachers, and parents must work together cooperatively to improve present report forms.

3. The aims and objectives of the school should not only be included on the report cards but they should be clearly understood by parents, teachers, and pupils.

4. The report must consider the whole child. Social and emotional growth should be included in the report to parents.

5. A five point letter scale seems to be the most satisfactory method of marking academic achievement. Whatever symbols are used, an adequate explanation of their meaning and the basis for the grading should be indicated on the report card.

6. A five point letter scale is also a satisfactory method of marking personal and social growth. Three point scales do not provide sufficient scope for meaningful gradings. In a three point scale the tendency is to grade almost all traits with the middle

grading. Subheadings should be evaluated separately rather than collectively.

7. Report cards should be diagnostic in nature. Such reports should indicate strengths and weaknesses which would justify the gradings given. A subject heading could receive a letter grading and the subheadings could be checked with other symbols to indicate strengths and weaknesses. This diagnostic method could be used to mark personal growth as well as academic achievement.

8. Consideration must be given toward devising a special report card for grade one or grades one and two. The parent-teacher interview early in the term could either replace or supplement the report card for that particular issue. At other times the report card should be used and supplemented with various techniques of reporting pupil progress to parents.

9. Combine as many reporting devices as possible to supplement rather than to replace report cards. It is very unlikely that any one method or technique of reporting will be sufficiently satisfactory by itself. Samples of work, tests, letters, anecdotal records, telephone calls, interviews, and conferences should be used wherever and whenever possible to supplement report cards.

10. Supplementary reports have a definite place in reporting pupil progress. Ability level can be given full recognition by such reports. Supplementary reports should be designed to suit the remedial or special programs in operation in the school. Such reports should be issued to different children at different times as the need arises.

III. IMPLICATIONS FOR FURTHER STUDY

Although some general suggestions can be made with regard to the improvement of reporting procedures, there is no specific solution that will fit all schools. Some phases of reporting are still particularly controversial and provide many implications for further study at the present time.

There is still considerable controversy over the basis for marking subject matter. Very often the academic grading fails to state whether the mark has been assigned on the basis of the curriculum program which has been developed, the ability of the individual child, the average of all the children in the grade, or all the children of a certain age. There are two chief bases for marks on subject matter. One relates marks to an "ideal" standard of performance whereas the other

relates marks to the child's own ability. Too often the "ideal" standard is wholly in the mind of the classroom teacher and is therefore intangible and fluctuates from year to year. Furthermore, the standard of one classroom teacher is not necessarily the same as that of other classroom teachers. Because of the difficulties involved in marking on the basis of a standard performance, marks are sometimes given on the basis of ability. Marks on the basis of ability have their place in general education where the aim is to help each child develop his own powers to the maximum of his ability. Some reporting systems attempt to combine the two chief bases for marks by using the dual basis of marking. Whether to use marks on the basis of a standard of performance, whether to use marks on the basis of ability, or whether to use the combined dual basis of reporting is a question which is very debatable at the present time. Only the results of further study and experiment will help to solve the present controversy.

The possibility of establishing a uniform rating scale for all schools served by the same curriculum is worthy of further study. Alberta does have a uniform rating scale for determining final results in grade nine. Many schools have already adopted the Alberta

scale for use in other grades. Other schools vary considerably in their marking scales and make no effort to follow the provincial scale.

Reporting is closely associated with evaluation. There is still much controversy with regard to the methods of evaluating and marking such subjects as music, art, dramatics, and physical education.

Perhaps the underlying theory in regard to the improvement of reporting pupil progress to parents is a clearer definition and understanding of the aims and objectives of the educational program. Only when these aims and objectives become more specific and obvious can a report card be designed to suit the purposes for which it is intended. Even then, continuous study and revision will be necessary if the report is to continue serving the needs of the educational system.

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A P P E N D I X

TABLE V

FREQUENCY OF ACADEMIC MARKING SCALES AND SYMBOLS
 FOUND ON 158 ALBERTA REPORT CARDS NOT
 INCLUDING PROVINCIAL REPORT CARDS

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
H (80% - 100%)	43	27.2
A (65% - 79%)		
B (50% - 64%)		
C (40% - 49%)		
D (0% - 39%)		
H (85% - 100%)	3	1.9
A (70% - 84%)		
B (50% - 69%)		
C (40% - 49%)		
D (Under 40%)		
H (100% - 85%)	3	1.9
A (84% - 70%)		
B (70% - 55%)		
C (55% - 40%)		
D (Below 40%)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
H	(80% - 100%) Superior	1	.6
A	(60% - 79%) Good		
B	(45% - 59%) Pass		
C	(30% - 44%) Weak		
D	(0% - 29%) Failure		
H	(90% - 100%)	1	.6
A	(75% - 89%)		
B	(55% - 74%)		
C	(40% - 54%)		
D	(39% - 0%)		
H	(85% - and over)	1	.6
A	(60% - 84%)		
B	(45% - 59%)		
C	(30% - 44%)		
D	(Under 30%)		
H	(Honors 95% - 100%)	1	.6
A	(Above Average 80% - 94%)		
B	(Average 65% - 79%)		
C	(Below Average 50% - 64%)		
D	(Unsatisfactory - Below 50%)		

TABLE I

RESULTS OF THE ANALYSIS OF THE DATA			
Parameter	Value	Unit	Remarks
A	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
B	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
C	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
D	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
E	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
F	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
G	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
H	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
I	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
J	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
K	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
L	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
M	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
N	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
O	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
P	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
Q	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
R	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
S	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
T	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
U	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
V	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
W	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
X	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
Y	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
Z	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00
	1.00	1.00	1.00

TABLE V (continued)

VARIATIONS OF MARKING SCALES			FREQUENCY	PERCENTAGE
H	(85% and up)	Superior	2	1.3
A	(70% - 84%)	Good		
B	(50% - 69%)	Average		
C	(40% - 49%)	Weak		
D	(Below 40%)	Very Weak		
H	(80% - 100%)	Excellent	1	.6
A	(65% - 80%)			
B	(50% - 65%)	Average		
C	(40% - 50%)			
D	(20% - 40%)	Unsatisfactory		
H	(90% - 100%)		2	1.3
A	(80% - 89%)			
B	(65% - 79%)			
C	(50% - 64%)			
D	(0% - 49%)			
H	(Excellent or Honors)		35	22.2
A	(Above Average)			
B	(Average)			
C	(Below Average)			
D	(Unsatisfactory)			

TABLE V (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
H	(Excellent 100% - 85%)	2	1.6
A	(Very Good 84% - 70%)		
B	(Good - - 69% - 55%)		
C	(Fair - - 54% - 40%)		
D	(Poor - - Under 40%)		
H	(90% - 100%) Excellent	2	1.3
A	(80% - 89%) Above Average		
B	(73% - 79%) High Average		
B	(65% - 72%) Low Average		
C	(50% - 64%) Unsatisfactory		
D	(Below 50%) Weak		
H	(80% - 100%)	2	1.3
A+	(75% - 79%)		
A	(70% - 74%)		
A-	(65% - 69%)		
B+	(60% - 64%)		
B	(55% - 59%)		
B-	(50% - 54%)		
C+	(45% - 49%)		
C	(40% - 44%)		
D	(0% - 39%)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
H (Over 90%)	1	.6
A+ (80% - 90%)		
A (70% - 79%)		
A- (65% - 69%)		
B+ (60% - 64%)		
B (55% - 59%)		
B- (50% - 54%)		
C+ (45% - 49%)		
C (40% - 44%)		
D (Under 40%)		
H (90% - 100%)	1	.6
A (80% - 89%)		
B (70% - 79%)		
C (60% - 69%)		
D (50% - 59%)		
U (Below 50%) Unsatisfactory		
H (Superior)	1	.6
A (Above Average)		
B (Average)		
C (Below Average)		
D (Failure)		
U (Unsatisfactory)		
S (Satisfactory)		
X (Unclassified)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
<u>Achievement</u>	1	.6
H (Honors)		
A (Very Good)		
B (Average)		
C (Weak)		
D (Below Standard)		
<u>Progress</u>		
1 (Doing his Best)		
2 (Is Improving		
3 (Can do Better		
<u>Achievement</u>	1	.6
H (80% - 100%)		
A (65% - 79%)		
B (50% - 64%)		
C (40% - 49%)		
D (0% - 39%)		
<u>Progress</u>		
S (Satisfactory		
UI (Unsatisfactory but Improving)		
U (Unsatisfactory)		
<u>Attitude</u>		
O (Obedient, Courteous)		
T (Talkative, Restless		
IN (Inattentive, Indifferent)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
H (100% - 85%) Honors	4	2.5
A (84% - 70%)		
B (69% - 60%)		
C (59% - 50%)		
U (Under 50%)		
H (100% - 85%)	1	.6
A (84% - 70%)		
B (69% - 60%)		
C (59% - 50%)		
U (Under 50%)		
A (85% - 100%)	1	.6
B (75% - 84%)		
C (60% - 74%)		
D (45% - 59%)		
E (Below 45%)		
Gradings in Percentages or Letters	1	.6
H (80% - 100%)		
A (65% - 79%)		
B (58% - 64%)		
B- (50% - 57%)		
C (40% - 49%)		
D (0% - 39%)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
A	(Excellent)	1	.6
B	(Above Average)		
C	(Average)		
D	(Weak)		
A	(75% or Over) Very Good	1	.6
B	(65% - 74%) Good		
C	(50% - 64%) Average		
D	(Below 50%) Poor		
A	(Excellent)	1	.6
B	(Very Good)		
C	(Good)		
D	(Fair)		
P	(Poor)		
A	(Above Average)	3	1.9
B	(Average)		
C	(Below Average)		
D	(Unsatisfactory)		
A	(Excellent)	2	1.3
B	(Above Average)		
C	(Average)		
D	(Weak)		
E	(Unsatisfactory)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
E (Excellent)	1	.6
G (Good)		
F (Fair)		
P (Poor)		
Pupil's Mark (In per cent where possible)	13	8.2
Class Average		
Percentage Gradings Where Possible	1	.6
80% - 100% (Honors)		
65% - 75% (A)		
50% - 60% (B)		
5% - 35% (Failure)		
100% - 85% (Honors)	4	2.5
84% - 70% (Above Average)		
69% - 55% (Average)		
54% - 40% (Below Average)		
39% - 0% (Unsatisfactory)		

TABLE V (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
1 (90% - 100%)	1	.6
2 (80% - 89%)		
3 (70% - 79%)		
4 (60% - 69%)		
5 (50% - 59%)		
6 (Below 50%)		
No Gradings of any Kind	7	4.4
Written Comments Only		
Check Type	2	1.3
(One page for each subject)		
Excellent work		
Doing Satisfactory Work		
Shows Improvement		
Working to Capacity		
Neglects Assignments		
Not Working to Capacity		
Too Many Absences		
Finds Subject Very Difficult		
See Comments on Back		

TABLE X

FREQUENCY TABLE SHOWING VARIETY OF SUBHEADINGS USED
TO MARK ACADEMIC ACHIEVEMENT ON THE 158 ALBERTA
REPORT CARDS USING SUBHEADINGS

SUBJECT	SUBHEADING	FREQUENCY
<u>Reading</u>		
	Ability to get thought	1
	Completes assigned work	1
	Comprehension	11
	Free reading	20
	Free reading and appreciation	1
	Interest in reading	4
	Leisure reading	1
	Literature	1
	Literature appreciation	3
	Oral	67
	Oral and silent skills	3
	Phonics	3
	Phonics and word attack	1
	Reading level	6
	Reads aloud with expression	5
	Reads from a book orally	1
	Reads from a chart	1
	Reads with understanding	8
	Shows interest in literature	3
	Shows progress toward reading readiness	1

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Reading</u>		
	Silent	49
	Speed	2
	Understanding	3
	Understanding and appreciation	1
	Vocabulary	1
	Word analysis	1
	Word recognition	5
	Workbooks	1
	Workbooks and test	1
	Workbook tests	1
<u>Language</u>		
	Class discussion and participation	7
	Complete sentences	1
	Discussion and reporting	4
	Expresses thoughts in writing	4
	Expression of thought	1
	Handwriting	1
	Literature	1
	Oral	48
	Out of class language	5
	Phonics	1
	Silent	1

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Language</u>		
	Speaks correctly	1
	Speaks effectively	4
	Spelling	7
	Written	59
<u>Arithmetic</u>		
	Accuracy	24
	Adding, subtracting, multiplying, and dividing	1
	Calculations	1
	Concepts	2
	Counting	1
	Drill	1
	Fundamentals	11
	General arithmetic	1
	Is developing an understanding of numbers	2
	Is learning to add and subtract	1
	Language	1
	Learns facts	11
	Mechanics	1
	Mental arithmetic	4
	Problem solving	66
	Processes or skills	17

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TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Arithmetic</u>		
	Reasoning	2
	Speed	1
	Speed and accuracy	5
	Speed tests	1
	Use of number facts	2
<u>Enterprise</u>		
	Activities	5
	Collects and organizes materials	2
	Committee work	1
	Construction skills	3
	Contributes to class activities	1
	Cooperation	1
	Factual material	1
	Gathering information	3
	Growth in knowledge and appreciation	2
	Growth of knowledge	1
	Health	18
	Knows facts	6
	Language	1
	Leadership	3
	Learnings	3

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TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Enterprise</u>		
	Neatness and notebooks	1
	Notebooks	4
	Notebooks and reports	1
	Organization and use of materials and information	3
	Participation in group activities	7
	Science	18
	Social studies	14
	Test results	3
	Understanding	2
	Understanding of problems	3
	Uses his hands well	1
<u>Writing</u>		
	Day-to-day writing	1
	Formal lessons	15
	General work	18
	General writing and neatness	1
	Legibility	2
	Letter forms	4
	Neatness	1
	Neatness, form, spacing	1
	Neatness, letter form, and speed	2

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Writing</u>		
	Prints neatly and legibly	1
	Reasonable speed with neatness	5
	Speed	3
	Writes neatly and legibly	2
	Writing lessons	2
<u>Spelling</u>		
	Application	1
	Daily work	1
	General work	29
	Learns words	1
	Phonetic analysis	4
	Spells needed words	2
	Tests	1
	Word lists	36
	Word lists and written work	4
	Written work	4
<u>English</u>		
	Language	3
	Literature	4
	Reading	1
	Spelling	3

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>English</u>		
	Supplementary reading	1
	Writing	1
<u>Science</u>		
	Class discussion and reports	1
	Facts and understanding	1
	Factual knowledge	1
	Factual material	2
	Notebook	1
	Participation	2
	Scientific attitude	1
	Written assignments	1
<u>Social Studies</u>		
	Collects and organizes materials	1
	Contributes to discussions	1
	Facts and understandings	1
	Knows facts	1
<u>Mathematics</u>		
	Algebra	1
	General	1
	Geometry	1

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Health</u>		
	Class discussion and reports	1
	Facts and understanding	1
	Factual knowledge	1
	Knowledge	2
	Notebook	1
	Participation in activities	1
	Physical education	1
	Practice	2
	Written assignments	1
<u>Physical Education</u>		
	Ability, co-ordination	1
	Cooperation and fair play	1
	Enjoyment, participation	3
	Participation	2
	Skill	1
	Skill and ability	2
<u>Art</u>		
	Ability and creativeness	2
	Drawing	1
	Enjoyment and participation	1
	Growth in neatness and ability	2

TABLE X (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Art</u>		
	Handwork	1
	Is creative in art	7
	Is gaining in art knowledge and skills	2
	Picture appreciation	1
	Shows interest and enjoyment	2
	Skill	1
<u>Music</u>		
	Ability	2
	Appreciation	4
	Enjoys music period	3
	Enjoys singing	1
	Growth in ability	2
	Interest and participation	3
	Is gaining in knowledge	1
	Knowledge of theory	3
	Singing	1
	Talent	1
	Understanding and participation	1

TABLE XI

FREQUENCY OF ACADEMIC MARKING SCALES AND
SYMBOLS FOUND ON 70 AMERICAN
REPORT CARDS

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
A (93% - 100%)	3	4.3
B (85% - 92%)		
C (77% - 84%)		
D (70% - 77%)		
F (Less than 70% - Failure)		
A Excellent	15	21.4
B Above Average		
C Average		
D Below Average		
E Failing		
A Superior	2	2.9
B Good		
C Average		
D Minimum Passing Work		
U Unsatisfactory (Failure)		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
A Excellent	1	1.4
B Above Average Progress		
C Average Progress		
D Below Average Progress		
I Indicates Improvement Needed		
A Excellent	2	2.9
B Above Average		
C Average		
S Satisfactory for this Pupil		
U Unsatisfactory for this Pupil		
A Indicates Very Superior Work	2	2.9
B Work Above the Average		
C Equal to the Average of the Class		
D Below the Average		
F Not strong enough to do satisfactorily the work of the next higher level, and gives no credit on the permanent record of the student		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
A	Superior	2	2.9
B	Good		
C	Average		
D	Poor		
E	Unsatisfactory		
A	Excellent Progress	2	2.9
B	Superior Progress		
C	Average Progress		
D	Below Average Progress		
I	Incomplete		
F	Failing or No Credit		
A	(90% - 100%)	1	1.4
B	(80% - 89%)		
C	(70% - 79%)		
D	(60% - 69%)		
E	(40% - 59%)		
F	(Below 40%)		
A Rank Below D Means Failure			
A B C	Passing	2	2.9
D	Warning		
U	Failing		
S	Satisfactory for this Pupil		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
A	Excellent	1	1.4
B	Good		
C	Fair		
D	Condition		
F	Failure		
F	Circled--Failure (Below 60%)		
I	May be used to denote Work Incomplete but shall not be left as a final grade		
A	Excellent	1	1.4
B	Good		
C	Fair		
D	Unsatisfactory		
A	Excellent) Certify	1	1.4
B	Good) for College		
C	Fair) Diploma		
D	Passing) Credit		
E	Fail) No Credit		
I	Incomplete) Work to be made up No plus (+) or minus (-) marks are to be used		
S	Strong	2	2.9
M	Medium or Average		
W	Weak		
F	Failure		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES		FREQUENCY	PERCENTAGE
C	Commendable	1	1.4
S	Satisfactory		
I	Improved		
U	Unsatisfactory		
E	Excellent Achievement	2	2.9
G	Good Progress		
F	Fair or Acceptable Progress		
U	Unsatisfactory		
H	High--Progressing Rapidly	2	2.9
S	Satisfactory		
L	Low--Progressing Slowly		
U	Unsatisfactory--Not Progressing because of:		
	1. Lack of application		
	2. Work of grade is too difficult		
E	Excellent Development Basic Subject Skill or Trait is well developed in relation to the grade level work	2	2.9
S	Satisfactory Development of the Skill or Trait for this grade level		
N	Needs Improvement to work up to what is expected at this grade level		
I	Improving		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
A Pupil does ALL that is expected of him	1	1.4
NA Pupil does NEARLY ALL that is expected of him		
L Pupil does LESS than is expected of him		
ML Pupil does MUCH LESS than is expected of him		
M Marked Achievement Indicates exceptional knowledge and application of subject matter	1	1.4
S Satisfactory Achievement Indicates normal progress for <u>your</u> child		
(S) Is given when a pupil is working up to capacity but still, in the judgment of the teacher (all factors considered), he should not be promoted		
U Unsatisfactory Achievement Indicates unsatisfactory progress for <u>your</u> child		
(U) Very Unsatisfactory Achievement Indicates a failing grade		
To meet promotion requirements a pupil must be passing three-fourths ($3/4$) of his grades.		
The marks on this card indicate achievement based on the ability of <u>your</u> <u>child</u> . We expect progress.		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
E Excellent Growth and Pupil is doing Strong Work	1	1.4
S Good Growth and Satisfac- tory Work for grade level		
N Needs to Improve for grade level		
O Outstanding	3	4.3
S Satisfactory		
DF Experiencing Difficulty		
S Satisfactory Progress	2	2.9
U Unsatisfactory Progress		
I Improving		
S Satisfactory	1	1.4
UI Improving but still Unsatisfactory		
U Unsatisfactory		
Check one:	2	2.9
Excellent Progress		
Satisfactory Progress		
Improving but Below Standard		
Capable of Doing Better		

TABLE XI (continued)

VARIATIONS OF MARKING SCALES	FREQUENCY	PERCENTAGE
Check one: Outstanding Progress Satisfactory Progress Needs Improvement	4	5.7
Check one: Above Grade Level At Grade Level Below Grade Level	1	1.4
Check one: Satisfactory Needs Improvement	2	2.9
Check one: Satisfactory Growth Has Improved Needs to Improve	1	1.4
Asterisk (✱) indicates items on which your child has worked and made progress. Those items on which he must work harder are checked (✓)	2	2.9
No gradings of any kind Written Comments Only	5	7.1

TABLE XVI

FREQUENCY TABLE SHOWING VARIETY OF SUBHEADINGS
USED TO MARK ACADEMIC ACHIEVEMENT
ON 70 AMERICAN REPORT CARDS

SUBJECT	SUBHEADING	FREQUENCY
<u>Reading</u>	Applies reading skills	1
	Appreciation of worthwhile books	1
	Avoids pointing to words	2
	Completes independent reading activities	2
	Enjoys reading	2
	Enjoys reading library books	1
	Has general reading ability	2
	Has good reading habits	4
	Helps out in class	1
	Is learning to analyze words	3
	Is learning to read	1
	Learns and uses new words	1
	Oral ability	15
	Puts forth effort	2
	Reading level	
	Reads accurately with good speed	3
	Reads for information	1
	Reads required library books and uses library to advantage	1
	Reads widely for enjoyment	3
	Reads without lip movement	2
	Reads with comprehension at grade level	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Reading</u>	Shows growth in reading ability	1
	Shows growth in reading skills	1
	Shows interest in reading	4
	Shows readiness to read	1
	Takes part in activities	1
	Understands what is read	20
	Uses dictionary	1
	Works out words independently	6
<hr/>		
<u>Language and Language Arts</u>		
	Adds new words to vocabulary	2
	Communicates ideas with clarity and assurance	1
	Desires to express ideas in writing	1
	Expresses himself well	3
	Expresses ideas clearly in writing	7
	Expresses ideas interestingly	4
	Expresses meanings clearly	1
	Grammar	1
	Has dramatization ability	1
	Is a good listener	2
	Is learning correct English form	2
	Is original	1
	Learns essential rules	1
	Listens attentively to stories	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Language and Language Arts</u>		
	Manifests interest in good literature	1
	Oral expression	10
	Participates in discussion	3
	Punctuates correctly	1
	Reading	5
	Recites poems with appreciation	1
	Shows interest and enjoyment in books	1
	Speaks distinctly	5
	Speech	2
	Spelling	7
	Spells words assigned	1
	Spells words needed in written work	1
	Talks well before a group	2
	Tells experiences or stories in proper order	1
	Tries to correct speech errors	1
	Understands and interprets what he reads	1
	Uses capital letters correctly	1
	Uses complete sentences to express ideas	2
	Uses correct English	2
	Uses correct form in written work	3

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Language and Language Arts</u>		
	Vocabulary is growing	2
	Works out new words for himself	1
	Writes neatly and legibly	6
	Writes plainly and neatly	2
	Writes simple stories	1
	Written work is well prepared	1
<u>Arithmetic</u>		
	Solves thought problems	13
	Applies arithmetic learned	5
	Addition facts	2
	Attempts to correct weak points	1
	Avoids counting on fingers	1
	Completes assignments regularly in accordance with ability	1
	Counts accurately	1
	Decimals	1
	Depends for written work, on self	1
	Division facts	1
	Does clear thinking	1
	Fractions	1
	Is accurate	10
	Is accurate with reasonable speed	1
	Knows number facts and skills for his needs	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Arithmetic</u>		
	Knows required number facts	5
	Learns measurements	1
	Learns to read and write numbers	4
	Masters required skills of the grade	6
	Multiplication facts	2
	Practices good work habits	1
	Shows ability to reason in arithmetic	1
	Understands and uses arithmetical terms	1
	Understands and uses numbers	5
	Understands fundamental processes	4
	Understands the meaning of numbers	1
	Works carefully	1
	Works independently	1
	Written	1
<u>Social Studies</u>		
	Acquires and shares information	1
	Brings useful information and materials to class	8
	Can organize and express ideas	1
	Civics	3
	Finishes class projects	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Social Studies</u>		
	Geography	6
	Has an inquiring mind	2
	Has knowledge of surroundings	1
	Helps solve individual and group problems	1
	History	7
	Interpretation and application of facts	2
	Is developing an understanding of how people live and work	2
	Is increasing understanding of home and community	1
	Is intellectually curious	1
	Knows and appreciates contribu- tions of history to life today	1
	Knows and appreciates contributions of geography to life today	1
	Practices democratic living in class activities	1
	Remembers important facts studied	3
	Reports on current happenings	1
	Respects rights and opinions of others	1
	Science	2
	Shows interest	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Social Studies</u>		
	Shows interest in people	1
	Takes part in class planning	1
	Takes part in group discussions	6
	Uses facts to form judgments	1
	Uses maps, graphs, charts, etc., intelligently	3
	Uses reference materials	3
	Uses time profitably	1
	Works well with the group	2
<u>Handwriting</u>		
	Can be easily read	2
	Forms letters correctly	6
	Learns to write sentences	1
	Learns to write words	1
	Practices neatness and good form in all written work	2
	Prepares papers neatly, using pleasing margins	1
	Ranks up to grade in writing	1
	Shows growth in manuscript writing	1
	Writes clearly and neatly	2
	Writes legibly	4
	Written work is neat	5

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Spelling</u>		
	Accuracy	2
	Application	1
	Is learning names and sounds of letters	1
	Is learning to spell new words	1
	Learns daily lessons correctly	2
	Mastery of words on basic lists	2
	Spells class words well	1
	Spells correctly words studied	1
	Spells needed words correctly	4
	Spells words correctly in assignments	2
	Spells words for grade	1
	Thinks out spelling of new words	1
	Uses correct spelling in written work	1
	Uses dictionary	1
	Uses new words in sentences and stories correctly	1
<u>Science</u>		
	Brings useful information to class	2
	Does careful and accurate work	1
	Is becoming aware of how science affects our living	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Science</u>		
	Is developing an understanding of his environment	1
	Is developing an understanding of principles	2
	Makes full use of his ability	1
	Prepares all assignments carefully	1
	Reasons	1
	Takes part in group discussions	4
	Uses facts to form judgments	1
<u>Health, or Health and Safety</u>		
	Appears well rested	2
	Cooperates in maintaining acceptable class behaviour	1
	Follows safety rules	4
	Gymnasium	1
	Hygiene	1
	Is considerate of the health and safety of others	1
	Is developing an appreciation of how the body works	1
	Is developing good health habits	3
	Knows the rules of health	1
	Learns essential facts	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Health, or Health and Safety</u>		
	Makes adequate preparation and progress	1
	Participates in games and activities of physical education	2
	Strives for self-adjustment and improvement	2
	Practices habits of cleanliness	2
	Practices healthful living	2
<u>Music</u>		
	Carries melody alone	1
	Cooperates in singing activities	4
	Enjoys music	1
	Enjoys singing and listening to music	1
	Enjoys songs and rhythms	2
	Has a good sense of pitch	1
	Is developing habits of active listening	1
	Is learning to read music	3
	Is neat and accurate in written work	1
	Knows fact for the grades	1
	Learns to express music in many ways	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Music</u>		
	Learns to make singing voice more beautiful	1
	Listens courteously to music	1
	Listens for beautiful sounds	1
	Participates in music activities	2
	Responds to rhythm and uses rhythm instruments	3
	Seems to enjoy hearing good music	1
	Sings and enjoys music	2
	Takes part in creative activities	1
	Takes part in listening activities	1
<u>Art</u>		
	Contributes to good order in the room	1
	Demonstrates creative thinking	2
	Does careful work	1
	Enjoys and appreciates art	3
	Enjoys making surroundings more beautiful	1
	Expresses ideas with art materials	8
	Expresses self through art	1
	Follows directions	1
	Is developing free expression in art	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Art</u>		
	Is developing hand skills	3
	Is original	3
	Looks for beauty everywhere	1
	Pursues a problem until it is solved, completes work begun	1
	Uses art knowledge in practical situations	1
	Uses materials thoughtfully	1
<u>Physical Education</u>		
	Cooperates in classwork and public appearance	1
	Does a sufficient amount of home practice	1
	Is friendly and fair in games	1
	Makes a sincere effort to accomplish assignments	1
	Meets requirements pertaining to equipment and showers	1
	Participates enthusiastically in games	3
	Practices proper posture	1
	Progresses	1
	Respects rules of the game	1

TABLE XVI (continued)

SUBJECT	SUBHEADING	FREQUENCY
<u>Physical Education</u>		
	Shows growth in the development of physical skills	3
	Shows interest in physical development	1
	Shows physical skill and co-ordination	1
	Sportmanship	2
	Takes part in playground games	3
	Takes part in rhythms	1

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